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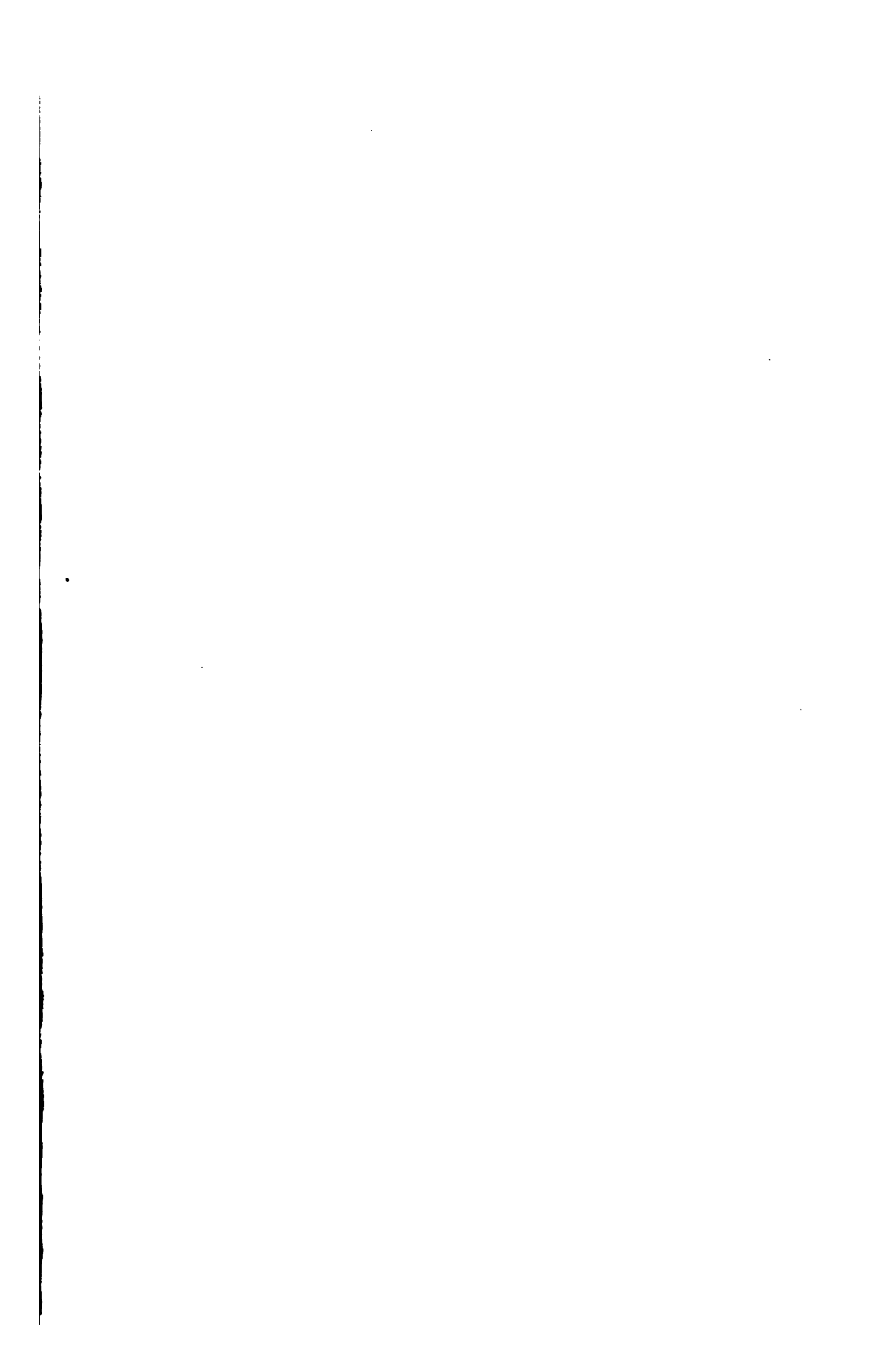
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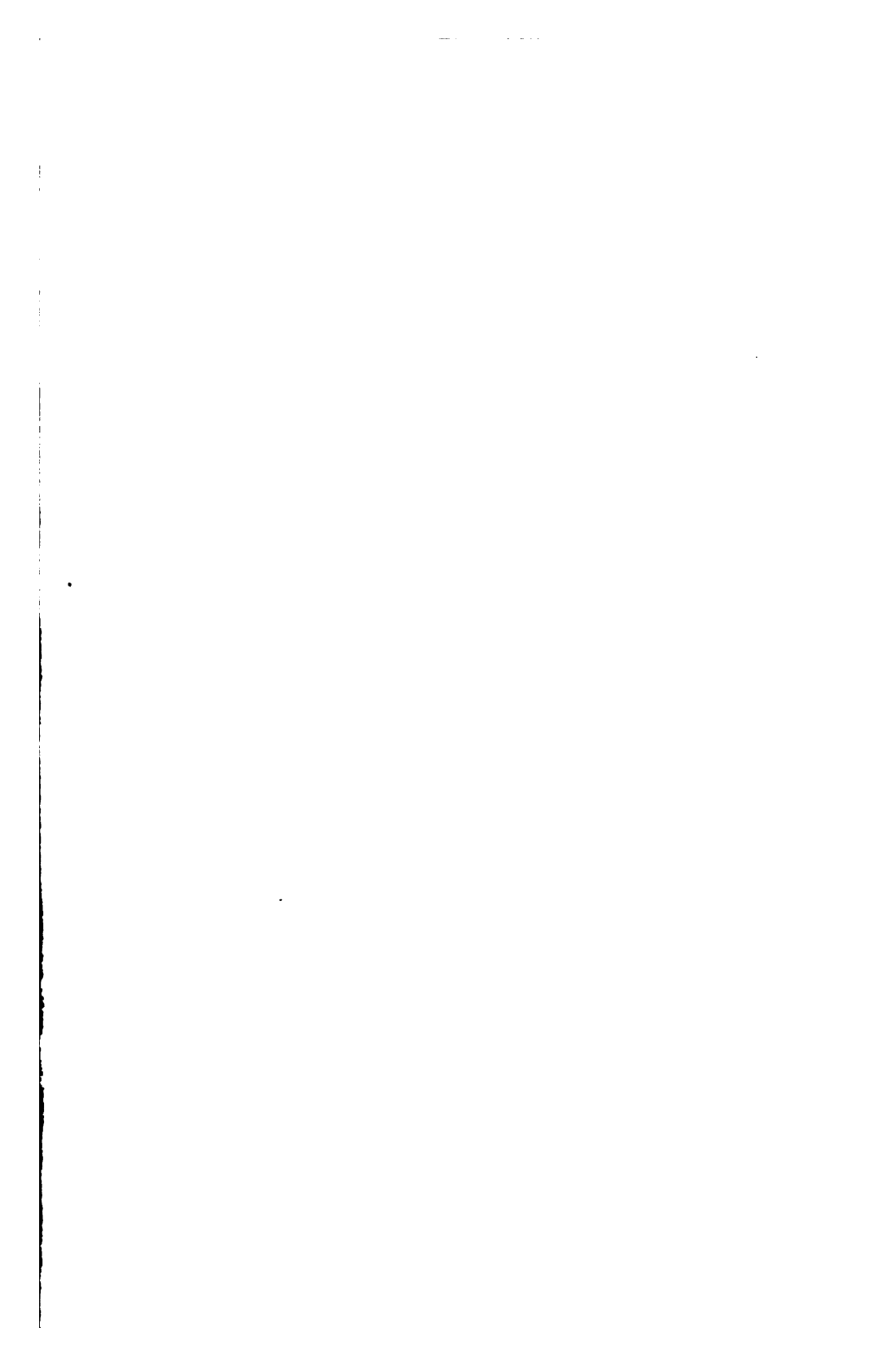
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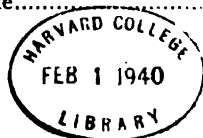
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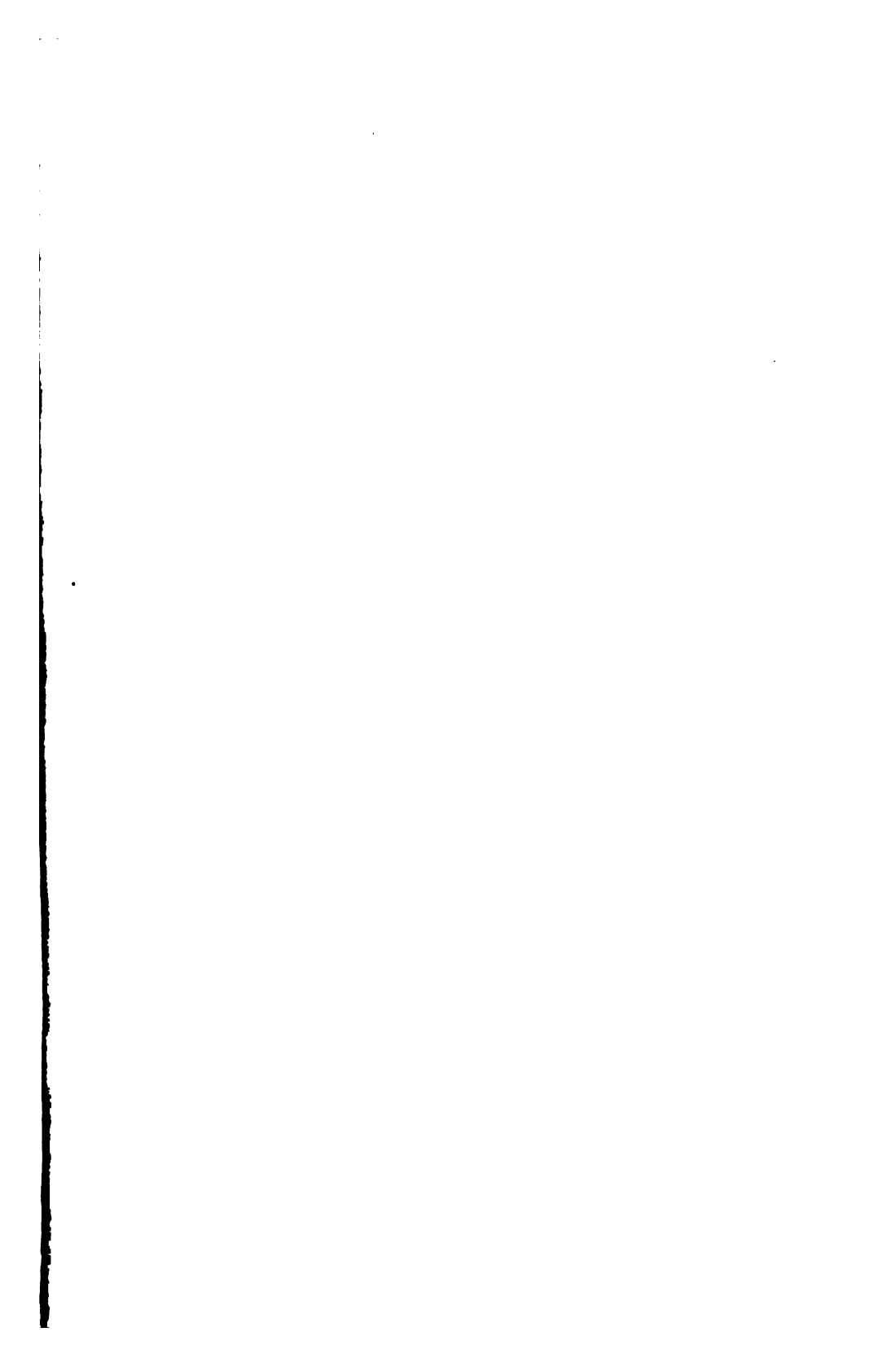
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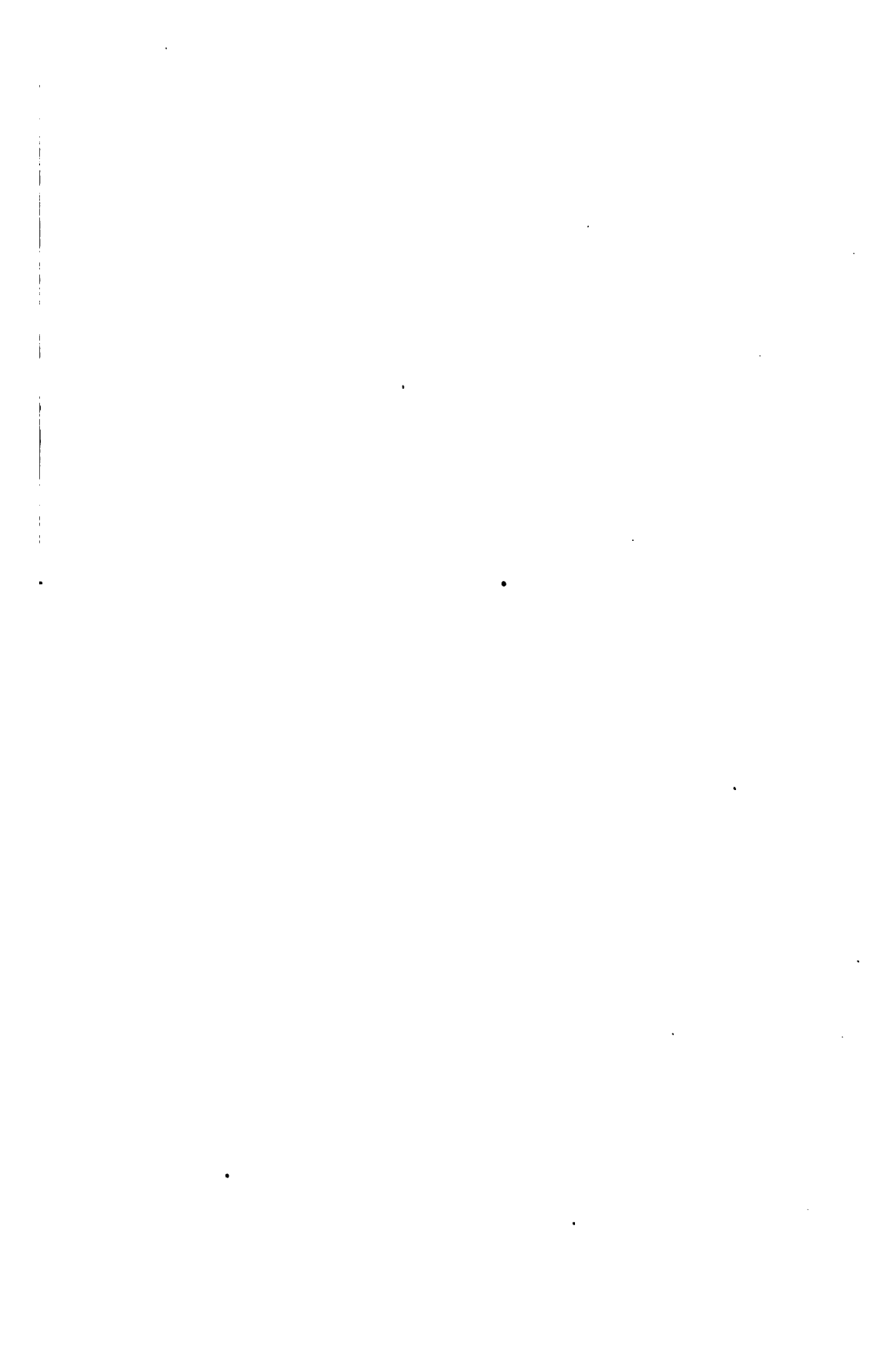
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GENERAL DEPARTMENT.

The Last Furrow.

The spirit of Earth with still, restoring hands,
 Mid ruin moves, in glimmering chasm gropes,
 And mosses mantle and the bright flower opes ;
 But Death the Plowman wanders in all lands,
 And to the last of earth his furrow stands ;
 The grave is never hidden ; fearful hopes
 Follow the dead upon the fading slopes,
 And there wild memories meet upon the sands.

When willows fling their banners to the plain,
 When rumor of wind and sound of sudden showers
 Disturb the dream of winter—all in vain
 The grasses hurry to the graves, the flowers
 Toss their wild torches on their windy towers ;
 Still are the bleak graves lonely in the rain.

CHARLES EDWIN MARKHAM.

New Year's Self Questionings.

I may now be said to be fairly started in my year's work. As I look back over the last four or five months, have I good reason to be satisfied with what I have accomplished ?

What has been the real object for which I have worked ?

Has that object been to see how much I could make these smallest children know about reading and writing by this time, or has it been to see that they were trained and developed in the right directions ?

Have I planned my work to arouse their mental activity, or have I been giving facts and been pleased if they remembered enough of them to appear bright and "show off" before visitors ?

Have I realized that I was both *mother* and teacher to these little folks ?

Do I study temperaments ?

Am I patient with the dull ones, and with those who persist in crying on every possible occasion ?

What is my feeling as I meet these children in the morning ?

Am I expected to be really *glad* to see them ?

What have I accomplished in the way of child-study that I heard

so much about in the summer-school last season? Do I really know what is meant by studying children?

How many observations have I jotted down that will help me to a classification of their mental traits and activities?

What professional books have I read during the last three months? Have I read my educational journal because I felt it a duty, or because I was really anxious for help?

Do I know by experience what is really meant by the phrase "growing ideal"? Has my ideal of a perfect school grown at all in height and breadth since I entered upon my work after the summer vacation?

Have I enough pride in my work that I am glad to have it known at once, when I meet strangers, that I am a teacher?

Have I kept informed in current events so that I could at any time, talk intelligently about something else besides school?—A. L. C. in *N. Y. School Journal*.

Get at the Facts.

It is as easy for the "stubborn fact" to upset the false theory, as for the sun to shine, or winter to be cold. A medical gentleman of real intellectual ability was discoursing upon "the necessity of alcohol to the highest physical development." He asserted positively that the necessary mission of alcohol is a better physical development of man. A clergyman among the listeners inquired, "Do you believe the Bible, sir?" "Certainly I do, as sincerely as yourself," was the prompt reply. "If your position be correct," continued the clergyman, "what can you do with the fact, that, when God would make the strongest man who ever lived—Samson—He commanded, not only that he should be a teetotaler, but, also, that his mother should be a teetotaler before his birth, lest some taint of physical weakness should attach to him? God discarded alcohol in giving to the world the best example of physical strength on record—how will you explain it?" The doctor was silent. His theory, supported by hundreds of scientists as wise as himself, was upset by a single fact.

We venture another illustration on this point. Two or three years before the death of Professor Agassiz, he spent several weeks, in summer, at Cotuit Port, Mass. His object was recreation, also the collection of specimens of fish in the waters of that vicinity for his grand

museum at Cambridge. One day, in company with several citizens of the town, the Professor was asked if he had seen a certain fish, (the name of which we cannot now recall) which swims in "schools" with one fin out of water. He replied in the negative, whereupon a gentleman inquired, "Which fin is out of water, the back or tail fin?" Without the least hesitation, the Professor answered, "Oh, the back fin; of course," evidently deciding the matter by some general theory of his own or another's. A lad of ten years was standing by, eagerly catching every word of the distinguished naturalist—one of the bright, sharp observers whom we find among boys—and he spoke out, in his earnestness, "I think it is the tail fin; I've seen 'em." A laugh followed, when Professor Agassiz placed his hand upon the head of the boy, adding words of encouragement, and telling him, that, when he became a man, he hoped he would know all about it. But this was gammon to the observing little fellow; he would set his fact over against the Professor's theory any day; that is, if he had the fact. The following day, the lad went down to the wharf, several rods back of the hotel where the Professor was stopping, and laid himself flat on his face to watch for the back or tail fin. Four hours the persevering boy waited there for a "school" of fish, but no fish appeared. On the next day he was promptly at the spot, and waited nearly as long, but in vain. Nothing daunted, he was there again on the third day, and scarcely had taken his position, when a "school" of the coveted fish put in an appearance, swimming directly under the wharf in full view of the two staring eyes watching for them. Judge of his excitement and delight, when a good, square, searching gaze proved that the *tail fin* was out of water! Quickly as his feet could carry him, he bore the intelligence to the Professor at the hotel, not that "the tail fin is out of water," but "a school of them fish is in the harbor;" and down the latter hurried to see for himself. Sure enough, the tail fin was out of water! Agassiz beheld the fin with his own eyes. The ten-year-old boy with his fact had discomfited the Professor with his theory.

Analogical Agonis.

A DOLORUS VIOUX.

The lauds of the Sioux
Are open, 'tis trioux,
To the hardy white settler who likes all things nioux;
But what will he dioux
When the frolicksum Sioux
Swoops down on him, scalps him, and chops him in tioux?
—*Phonograph Magazine.*

The Pupils' Eyes.

A PAPER READ AT THE ALAMEDA COUNTY TEACHERS' INSTITUTE BY
DR. GEORGE PARDEE, OAKLAND, CAL.

PART II.

You, no doubt, remember many of your scholars complaining of headaches, and if you had kept a strict account of these scholars, you would find that those complaining would number among them those whom you had considered your best scholars. Many a child has been compelled to go to school and study its lessons when the very fact of being compelled to study caused it great pain and anguish. And many a child has been taken from school on the supposition that a rest would cure the headaches, and that no other course would give desired relief. It is true that the rest frequently does cure the headaches; but it is hardly ever true that no other course will give a like result. If you could remember the histories of your scholars who have suffered from headaches you would generally find a history something like this: At the beginning of the the term the headaches were not as frequent nor as severe as toward the latter part of the term; that they were more frequent toward the latter part of the week than at the beginning; that they were more frequent in the afternoon than in the forenoon; and that they increased in severity as the scholar progressed in school and assumed more school work. You would also have noticed that a great many of such scholars became physically run down, nervous and depressed as they progressed in school. And you, like thousands of others have done, and will continue to do, would have said that the physical, nervous and mental depression was the cause of the headaches, and that rest, tonics, etc., etc., would be the proper and only treatment.

A perfectly normal eye is one in which the rays of light coming from a point twenty feet or more away are brought to an exact focus upon the retina, when the muscle which controls the shape of the crystalline lens is at rest. If the eyeball is longer than the normal, these rays will not be thus brought to a focus upon the retina, but will be focussed in front of it, and the person having such an eye will not be able to distinctly see objects at a distance, but will be near-sighted. If, on the contrary, the eyeball be shorter than normal, and the muscle controlling the shape of the lens be relaxed, the rays will not have been brought to a focus when they reach the retina; and such an eye will

also not be able to distinctly see distant objects, but will be what is called far-sighted. What then, is the optical difference between a near-sighted and a far-sighted eye? The near-sighted eye cannot clearly see objects at a distance; neither can the far-sighted—the muscle controlling the lens being relaxed. The near-sighted eye can clearly see an object at a certain nearer distance from it; the far-sighted eye cannot—if the muscle controlling the lens be relaxed. The difference then is that the far-sighted eye cannot see anything clearly if the muscle be relaxed, while the near-sighted eye can see objects at a certain definite distance from it. You would then suppose that the near-sighted eye would be the more convenient to possess, because with it you can see objects clearly at a certain distance, even when the muscle is relaxed, while with the far-sighted eye you cannot see anything clearly at any distance if the muscle is relaxed. Let us see about the convenience. As you already know, the nearer you bring any object to the eyes the more the muscle controlling the lens must exert itself if you are to see that object clearly. With the relaxed muscle, and a near-sighted eye, you can see clearly at a certain distance, but you cannot see clearly at any greater distance. For closer objects you must put the controlling muscle into action. In far-sighted eyes you cannot see anything clearly if you relax the muscle. But if you put that muscle into action you can see both far and near objects clearly. For seeing objects at a distance the normal eye requires no effort of the muscle to see clearly; the near-sighted eye cannot see them at all; the far-sighted eye can see them by setting its muscle to work. For nearer objects the near-sighted eye uses its muscle a little; the normal eye uses its muscle more; and the far-sighted eye uses its muscle still more. And the more far-sighted the eye is, the greater must be the strain upon the muscle, both for distant and near objects. There are times, then, when the near-sighted or normal eye is at rest as far as muscular exertion is concerned. But the far-sighted eye is using the muscle all the time. And as this muscle is, like every other muscle, liable to ache when it gets tired, and as it has to work all the time in far-sighted eyes, it does get tired and aches. But when it gets tired itself, it may not ache enough to cause any particular pain in the eyes; but it is very liable to cause headaches, not only over the eyes, but even in the top and back of the head—headaches even of agonizing severity, even the famous sick or neuralgic headaches. Just how this little muscle can do all this would take too long to tell. Suffice it to say that it does do it.

Now, this is not the whole story either. We can safely assume that there is in a given human body a certain definite amount of nervous energy or force, which should be distributed *pro rata* to the different organs. If, now, any particular organ gets more than its just share, the other organs must suffer, and the physical and mental powers must deteriorate. In the far-sighted eye we have a muscle which is working all the time. Work means the consumption of nervous energy. This overworked muscle must call for more than its proper share of nervous energy. Other organs are robbed of their just shares, and must, consequently, suffer. Hence, headaches and physical and mental depression, caused by the strain and overwork of a little ocular muscle.

Now, how are you going to alleviate this state of affairs? Rest will do it, but the return to the use of the eyes will cause a return of all the previous ailments. Drugs will not do it, because drugs cannot take any of the extra work from the muscle which causes all the trouble. Some method of doing this is the only feasible way out of the difficulty, and the only way to do this is to give the sufferer a properly-fitting pair of glasses. Now, many people are prejudiced against glasses, especially for children. They exclaim against these most necessary helps to a suffering child, and argue vehemently against their use. Yet these very same people would not object to giving their children crutches, if they needed them; and properly-fitting glasses are as much of a necessity for these far-sighted eyes as are crutches for an inflamed hip joint.

One of the arguments used by the opponents of glasses is that those who need them are able to see perfectly clearly without them. True; but what of that? The use of the eyes produces pain headache, and a general deterioration of the physical and mental powers; and the use of a properly fitting pair of glasses will enable the person needing and using them to use his eyes in comfort and with ease. Hence, it would seem to me that the objections urged against the use of glasses are but little short of absurd.

How do glasses enable the far-sighted eye to do its work without strain or exhaustion? As you already know, the focusing power of the eye resides in a small muscle, which controls the shape of the crystalline lens. You also know that in far-sighted eyes this muscle is compelled to work all the time, if objects are to be seen clearly; if this muscle be relaxed nothing will be seen clearly. The normal eye, as you already know, is able to see distant objects clearly with its muscle

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once and having it written in the sentence has not *taught* the child that word. Unless he be an exceedingly bright child, with an exceedingly retentive memory, it will need far more drilling than that before the word will be to him something that he feels he knows and can make use of at any time.

Pupils who enter school at six years of age, as the majority do (and some succeed in getting in much younger), are not yet nine years old when the slate speller is put into their hands, and they are given the delightful task of learning to spell and write in sentences words that their teachers find difficult to explain satisfactorily.

The words *sere, cede, scheme, mete, theme*, all appear in the second lesson. Not any one of these words could be explained to the satisfaction of the children, without occupying the full time allotted to the study of the lesson. If the time is all to be taken up learning one of these words, what are we to do about the other four, to say nothing of the remaining words in the lesson, the words that do come within the scope of their comprehension?

In lesson 5 appear the words *dupe, lure, lute* and *muse*; in lesson 6, *plague, lathe, phrase, chaste, vague* and *swathe*. Any one who understands child-nature at all can easily be convinced that these words are not well-chosen, to say the least. There are scores of words expressing action, names of familiar objects, easy adjectives and adverbs, that could be taught in half the time, and would be real valuable knowledge in the hands of the child; knowledge that to him would not be like committing to memory the Greek alphabet, but a tangible something that he can handle and use at the first opportunity.

Col. F. W. Parker says: "The isolated word in the spelling book is *dead*. It means nothing. I would not have one word of spelling unless it stimulated thought." And many educators advocate that no word should be spelled that the pupil does not understand the meaning of, and, furthermore, that he cannot put into a sentence properly. I doubt not there are among you many who can spell words that, if appearing in your reading, you can understand sufficiently to grasp the writer's full thought, and yet if asked to put these same words into sentences many would fail. And I believe a child should be taught some words that he is not called upon to use just at the present, but instead of reaching for terms that he will have no use for for years to come, select such words as his increasing knowledge in other branches will necessitate his knowing soon, or that he is likely to hear used in his daily association with adults.—(*To be continued.*)

School Discipline.

READ AT THE CONTRA COSTA COUNTY TEACHERS' INSTITUTE, BY
ELLA FORWARD, BYRON.

You will, doubtless, all agree with me that to teach the boy is not an unpleasant task, but to govern him on all occasions sometimes makes our pathway a little thorny. I have prepared a few suggestions on deportment, that have proved beneficial in my experience, and may be of some use to others.

Some of our older educators have said that as is the teacher so will be the school. This is true in part. A teacher's individuality must wield some influence over a class. If the teacher is fretful and nervous, and talks in loud, harsh tones, the children will slam desk-lids, drop pencils, rattle slates, and everything will be in a state of confusion and disorder.

On the other hand, if the teacher moves noiselessly about the room, speaks in subdued tones, never forgetting the "thank you's" and "if you please's," she will produce a quieting effect upon even the most disorderly pupils.

However, as teachers are but human, and pupils are not angels by any means—collected as they are from every condition of society, we have every evil to contend with, and the most gifted teacher must stand ready to bring into execution some stronger influence than mere example.

Upon opening a school I first endeavor to have my pupils all understand what I require of them, and why they should meet those requirements.

Always taking pains to show them that the work is for their good, not mine. No school can be properly conducted without a carefully-prepared programme, with which the pupils should be as familiar as the teacher.

This cannot well be arranged the first week, as new pupils entering make constant changes necessary.

For the first few days it is best to plan original work enough to keep the school busy, never permitting them to say they have nothing to do. If they are given nothing to do, they will find something that in all probability will not promote the welfare of the class. No teacher, however methodical, can discipline idle children.

I have work for every hour of the day, and require it to be done within a stated time, and never permit to-day's work to lay over until to-morrow.

I think it is well to have some iron rules; but never a specific punishment for specific offenses. When a pupil offends let him receive a punishment designed to suit his particular case.

There is a multitude of little reproofs that can be introduced with excellent results. Here are a few that I have tried: If a boy is disorderly, send him to the board, and ask him to write *ornithorhynchus* ten times. If he is a poor speller and not a very good writer, by the time he has finished he will feel worse than if you had whipped him. Especially will this be the case if you criticise him sharply, which you must not forget to do, and have the class help you.

When I catch a boy whispering, I perhaps ask him to stand, and give him a chance to talk by asking him questions. If he cannot answer them, let him stand until he learns them.

Another good method is to have a spelling lesson of about fifty words for him to write after school.

A wise teacher can sometimes get on the good side of a particularly bad boy by appointing him general assistant and monitor for the school. Let him pass the chalk, collect copy-books, pens, etc. He may be reformed by having confidence reposed in him.

I have kept a book of misdemeanors and read it at night to the school. I found that children would make an effort to keep their names out of this book.

I always make it a rule that any pupil leaving the room during a session loses ten minutes of the intermission following. As a result, in my present school, I have recorded six cases of detention within two months. I feel safe in stating that without that rule I would have recorded sixty requests to leave the room.

We should look well to the appearance of our schoolhouse and grounds. The more attractive we make them, the better will be our attendance. Adorn the walls with pictures, the windows with plants and curtains.

When you begin this work the little strangers will approach you half doubtfully and offer their assistance, bringing you many little worthless articles, which you must put in the most conspicuous places. By the time you have finished you will have won the good will of every child and parent in the district, and they will serve you.

Children are not far-seeing enough to study for the love of knowledge, and I think incentives are essential, even in the higher grades.

I often publish a monthly report of scholarship and deportment, in the county newspapers, and with good results. I find that children enjoy seeing their names in print as well as older folks do. This method will also encourage visitor.

Too much attention can not be directed toward school etiquette. Our place in life is frequently more dependent upon our manners than upon other merits. They are keys to the doors of good society, and often succeed where wealth, beauty, and even talent fail.

Do we ever stop to think of the importance of our personal appearance in the classrooms? How we are daily scrutinized from the crowns of our head to the soles of our feet? We are object lessons for our pupils, and should be as painstaking in dress and appearance as our circumstances will allow. We can not be too careful to encourage neatness. Our schools are provided with wash basins, water, combs and towels, and there is no excuse for dirty faces or hands.

I teach Johnny the virtue of a fresh morning bath, and will not permit his presence without it.

Tardiness is one of the annoyances we have to contend with. For this evil I think an ounce of prevention is worth a pound of cure.

Nearly all teachers have some work outside of the regular routine of lessons. It may be a story, a new song, a reading, a recitation, or only an exercise in arithmetic; but, whatever it is, have it at nine o'clock, and every pupil will exert himself to be present. My programme is headed: "General Exercises—Ten Minutes." I always exert myself to make the school especially attractive and interesting at this time. I do not attempt to hear all the recitations in a day, on the six-minute plan, and jot down a daily account of recitation credits. Our work is to teach, and not to journalize and post answers.

It takes time to jot down credits, and when we use the credit system with older pupils we let them monopolize our time to the neglect of younger ones.

I assign topics to my older classes, helping them on the fundamental principles, and not to get answers.

I try to teach them self-reliance, and let them glean a little by hard thinking.

But I must be brief, although to go over the field opened up

by this question it would be necessary to write a volume, covering every subject taught, for discipline is intermingled with them all.

The most effectual method to secure a good school is to make sure that the teacher is thoroughly honest, ambitious, and conscientious; one who is not afraid of hard work; one who will try to make her school the center of civility and politeness, and by her influence stamp the minds of her pupils with a love for knowledge, truth and righteousness, that will live when she has been forgotten.

Elementary Science.—I.

PASADENA, CAL., December 9th, 1891.

Editor Journal:

MY DEAR SIR—I have so many letters from teachers throughout the State asking for help in the matter of elementary science, that I have wondered whether the re-publication of a series of articles on this subject might not be timely. I have not the time or strength to write a new series now, but I think those trying to carry on this line of work will find those written some time ago in line with the State course of study in elementary science. If you think it worth the space, you may use the enclosed in the January number, and I will get ready a second installment for the February issue.

WILL S. MONROE.

The elements of all the natural sciences are comparatively simple, and may be taught in the lowest grades of our Primary schools; for example, simple lessons may be given on the plants that grow abundantly about the school grounds, one plant furnishing enough material for a week's work. The children should all be supplied with specimens. Let the first step be a simple development lesson—an oral language lesson. The aim should be not merely to get the children to see something and tell about it, but to lead them to see important features of the plant, and to express their observations in good language. The teacher must settle definitely, before conducting such a lesson, what points she wishes brought out.

The children should express in writing the thoughts given orally in the development lesson. This is an admirable means of teaching language—perhaps the very best means. Teachers should train pupils to write systematically by furnishing an outline for this written

work. Continuity of thought and excellence of paragraphing can only come from much systematic thinking and oral and written language.

After the lesson is reproduced, read, criticized, and corrected, it may form the basis of a copying lesson—an exercise in penmanship. As the mechanics of language is made important in the reproduction work, so the mechanics of penmanship—form of letters, slant, etc.—must be made important in the copying work.

Drawing and modeling should accompany this work in elementary science. The plant that is studied should be drawn on the board and paper, and modeled in clay. It may also be drawn on bristol board, perforated with pins, and sewed with appropriately-colored zephyrs, thus continuing the line of relation to industrial work and color. Every plant studied should be pressed and mounted, thus making the relation of the work the more complete. In this way science, language, spelling, penmanship, drawing, modeling, color and industrial work will all be related, and one will aid the other. At the same time the true foundation for the more formal study of the sciences will be laid, and when the pupils reach the grades where these subjects are formally taught, they will not be thrust into entirely new fields of thought.

Animals, plants and minerals, furnish numberless lines of thought and research for work in elementary science. Insects are numerous in the fall and spring, and their collection and study should receive considerable time at the hands of teachers. All work in elementary science must be objective. Book work is a sham and a delusion. Insects can only be studied from the insects themselves. The first step in this work, then, is the collection of insects, and this should be done by the children themselves. Before sending children out to collect, some directions are necessary. They must know the looks of the insect they are seeking; they must know where it may be found, and how captured. They should also be taught to respect property rights, for a troop of children thus sent forth have been known to do great damage to grain fields and bring upon an enthusiastic science teacher the severest of criticism from an irate farmer.

The house cricket is an interesting insect to begin work with a class of children in the primary or lower grammar grades. It is better to begin with attractive insects and thus gradually overcome the squeamishness which will be found in all schools. Some of the pupils will not get specimens, but there will be boys who will bring a dozen each and these will make up for those over-sensitive children who have

not the courage to catch a cricket. The insect should be taken in charge by the teacher, and those alive can be placed in a cyanide-jar. This is made by putting in the bottom of a wide-mouthed jar several bits of potassium cyanide about the size of a pea. Mix some plaster of Paris with water and pour the paste over the cyanide. Stand the jar aside until the preparation hardens. Then drop the insects in the jar. The fumes of the cyanide escaping through the porous preparation will kill the insects. This jar should not be handled by the children.

Let the first lesson with the cricket be one of development, with the object before them. Squeamish pupils may be excused from handling insects, but they should not be excused from observing, and making and recording the statements of their observations. They should first study the general external characteristics of the cricket—the division of the body into head, thorax and abdomen; the number of legs and wings, and their mode of attachment; the number of joints, and their kind; the feelers, mouth-parts, eyes, etc. This should be an exercise in training the children to see and after they have seen they should give in oral and written language the results of their observations. Expression with the little child is a matter of delight, provided he has something to say and knows how to say it. Elementary science should enable the child to gather materials of thought, and language-training should enable him to use the tools, or mechanics, of thought-expression.

They should not only name the parts, but dwell upon the characteristic parts as a basis for classification. They should study in succeeding lessons the habits of the cricket—where it lives, the food it eats, the manner of getting its food. Drawings should be freely used, the pupils drawing not only the insects as a whole, but different parts of the insect enlarged. Following the language—both oral and written—and the drawing lessons, the pupils may dissect and mount the cricket studied. The first dissecting and mounting lessons should be of the simplest character, a division of the body into three parts. Later lessons may divide the thorax, sever the legs and wings, etc. The mounting should be on bristol-board. Each child should have a little tin or shell into which mucilage may be put, also a tooth-pick for applying the mucilage to the parts of the insect to be mounted. A knife or needle is necessary for dissection. The latter may be made by thrusting the eye-end of a common sewing needle into a pen-holder or stick.

The teacher should have some good text-book like Packard's,

not for the purpose of telling the children about the insect, but for the purpose of leading them to observe, and to correct their incorrect conceptions, or rather to lead them to observe more carefully. The aim of these lessons should not only be to arouse thought and lead to expression, but to furnish a line of connected thought in the development of related subjects. Object teaching, to be of any value, must be on related lines of thought.—*Teachers' Institute.*

SWINBURNE, in his article on "Social Verse," which is published in the October number of *The Forum*, maintains that "there is no lovelier sonnet in the world than the late Lord Rosslyn's 'Bedtime.'" Here is this sonnet, which Swinburne esteems so highly:

BEDTIME.

'Tis bedtime; say your hymn, and bid "Good night,"
"God bless mamma, papa, and dear ones all;"
Your half-shut eyes beneath your eyelids fall,
Another minute you will shut them quite.
Yes, I will carry you, put out the light,
And tuck you up, altho' you are so tall!
What will you give me, sleepy one, and call
My wages, if I settle you all right?
I laid her golden curls upon my arm,
I drew her little feet within my hand,
Her rosy palms were joined in trustful bliss,
Her heart next mine beat gently, soft and warm,
She nestled to me, and, by Love's command,
Paid me my precious wages—"Baby's kiss!"

A DIFFERENT MATTER.

Near-sighted Lady—The boy who is trying to tie that tin can to that poor dog's tail ought to be thrashed within an inch of his life—the horrid little brute!

Maid—It's your boy, mum.

"My boy?"

"Yes, mum."

"Tell him, if he'll stop, I'll give him some cake."

It is reported, says the *School Journal*, that Edison is hard at work upon a machine that will hear recitations. If he succeeds, it will be a boon to those schools that still stick to machine methods, since the rent of a machine for an entire year will not be more than \$400. A machine teacher can be hired for \$700. Then there would be a clear gain of \$300 each year.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Institutes.

YOLO COUNTY.—In this county a large percentage of the teachers participated either on the regular program, or in the spirited discussions, leaving the Superintendent the easy task of announcing the topics and calling time. This was the more remarkable to the conductor, P. M. Fisher, into whose ear some one had whispered the information that Yolo teachers do not readily take part in Institute work. Discussions were held to the point, and the country district teacher received due attention on the program, as witness the article on School Program by Miss Lowe in the December Journal. Conductor Fisher delivered an evening address in the beautiful opera house, to an audience which by its size and interest, was a credit to the town, and a compliment to the Institute. The school buildings and grounds of Woodland are the pride of Principal Goin and his associates. The report of the committee on resolutions was brief, to the point and practical. The feeling upon adjournment was, "It was good for us to be together."

AMADOR COUNTY.—The session of Amador County Teachers' Institute at Ione was one of the most profitable and best attended ever held in the county.

The visitors met with a hearty reception, and they are profuse in their praise of Ione's hospitality. The banquet in the visitors' honor Tuesday evening was a brilliant success, and those present spent several hours in feasting and toast-making.

The day sessions were held in the Presbyterian Church, and the evening sessions in the M. E. Church. Both churches were handsomely decorated with flowers, evergreens, etc.

The evening sessions were very largely attended by the general public. Mr. K. B. Piper and Miss Emma Danielwicz were Secretaries; A. W. Kerr and Mrs. Emma K. Tarr, Vice Presidents.

Dr. Eli F. Brown of Riverside, Institute Conductor, presented the following topics: "Morals and Manners," "Literature," "Study and Recitation," "Reading" "Primary and Advanced Physiology and

Hygiene," "Civil Government," and an evening lecture, subject "Some Remarkable Women." Miss Lizzie T. Wilson of the San Jose Normal School delighted her hearers by a talk on "Busy Work for the Little Ones." The teachers did a fair share of the work and it was of an excellent quality too. A. W. Kerr gave "Some Thoughts on Education;" J. W. Reese, "Hints on School Government;" Miss Maggie O'Brien, "Institutes;" J. S. Clark, "Methods of Study;" K. B. Piper, "Grammar;" Lucetta Swift, "Phonics and Diacritical Marks;" Miss Emma Danielwicz, "Whittier and his New England Home," and "Discipline;" A. G. Burnett, "Arithmetic;" Charles Adams, "Spelling;" Misses Annie Kennedy, Hattie Foster and Ella Tindell read thoughtful papers. State Superintendent Anderson delivered several practical addresses that were well received, and Superintendent Mack was congratulated by all, for a programme and management that gave great satisfaction.

COLUSA COUNTY.—The first Institute since the division of the county, was held in Colusa, Nov. 9-13. P. M. Fisher, conductor. The following topics were presented: "Our County System," by J. E. Hayman, Principal of the Colusa Schools; "Language Lessons," Martha Crane; "Whither Are We Drifting," W. H. Reardon; "Oral teaching," O. B. Parkinson; "Accuracy," A. N. Thompson; "Truth," C. J. Lathrop; "Teacher's Library," E. H. Parnell; "Examinations," Howard Ford; "Physical Training" (illustrated by Delsarte with Indian clubs and dumb bells,) Miss Alexander and others; "Advanced Grammar," George F. Myrick; "Physiology Without Text Book," J. R. Shalton. Prof. William Henslee of Pierce Christian College gave great satisfaction to the teachers in his presentation of Arithmetic and School Discipline. Prof. C. B. Newton of the same Institution, delighted the audience with a talk on "Reading" and happily interspersed bits of elocution. Prof. Barnes spoke on "History and Literature," and gave an evening lecture on "The Higher Professional Training of Teachers."

One of the features of the Institute was a spirited symposium on the subject of high schools and their relation to common schools and universities. Prof. Jones led in this discussion, the design of which was to give desired information on the subject which is before the Colusa public at this time.

The Conductor spoke on "Geography—How Much and How," "U. S. History—Important Dates," "Habit in Education" and "The Beginnings of Literature." State Superintendent Anderson delivered

an evening lecture on the practical subject, "Think on These Things." The Colusa public sustained its high reputation by filling the church at the evening lecture, and Mrs. H. L. Wilson, County Supt., was properly and deservedly complimented upon her management.

FRESNO COUNTY.—The Institute held in this county has already received notice in the JOURNAL, but an inspection of the program and conversations with persons who attended, warrant further mention. The sessions continued through four days; almost the entire scope of school work was traversed.

State Superintendent Anderson, Prof. Barnes and President Jordan of Stanford Jr. University, Supt. Will S. Monroe of Pasadena, Prof. John Dickinson of Los Angeles, Paul A. Garin, special teacher of drawing in the Oakland schools, Principal D. C. Clark of the Santa Cruz High school, and local talent led by County Supt. Kirk, Ex-County Supt. Hawkins and Prof. Heaton, Principal of the High school, present an array of workers with a variety of talent that assured success, and left no vital subject untouched. The evening audiences were very large and Fresno, great in her material resources, proved herself fully to the front in the higher interests of education. The local management was all that could be desired and the interest did not flag.

SAN JOAQUIN COUNTY.—The County Teachers' Institute, Nov. 23, 24, 25, was the best one ever held in Stockton. It was interesting, lively and instructive. Old-time forms and customs seemed to prevail. New methods, set forms and strange plans received very little favor in this Institute. Miss Smallfield, the popular teacher of the Lafayette primary grade, spoke off-hand, from the briefest of notes. Professor Anderson did the same. Professor Jordan spoke without note or manuscript. Professor Jones' best effort was entirely extemporaneous. It was "On Carrying all Studies through the Grades, from the Primary to the University inclusive." Professor Foss' address on "Physical Culture" indicated thought and systematic arrangement. Professor Wallace's lecture on "Language" was the most unique thing of the Institute. It was a learned, exhaustive disquisition on an important subject, presented in an attractive manner and in simple diction. Professor Sprague's "Shakespeare" and President Jordan's "Ascent of the Matterhorn" were excellent entertainments, and to observing, thoughtful teachers beneficial in many ways. Miss Fanny Ward of Oakland, the sensible, forcible, graceful delineator of the "Delsarte Philosophy of Expression," was charming.

These efforts at the Institute and the impromptu discussions were of first-class order. The more formal, written essays of course were good, as they should be. They were studied, polished, pruned, weighed, measured, balanced and corrected, and were studies for the educational artist. New beauties may be discovered and new benefits derived from frequent, thoughtful perusals of the essays presented by Miss Wickersham, Miss Grunsky and Professor Jones.

SANTA CLARA COUNTY.—The Teachers' Institute of Santa Clara County held its annual meeting in San Jose, Nov. 23, 24, 25. Superintendent Chipman called the Institute to order in the High School building Monday morning. F. P. Russell, City Superintendent of Schools, and John Manzer, Principal of the Santa Clara High School, were elected Vice-Presidents. H. G. Squires was appointed as Secretary, and Nellie Rickards as Assistant Secretary. J. A. Bowen delivered a short address on Penmanship, during the morning session, and W. S. Hall spoke on "The Parent in Education."

When the teachers resumed their places in the afternoon Miss Vera Wheeler favored the assembly by a recitation, and the Misses Clinton and Barnes rendered a vocal duet in a very pleasing manner. Professor Earl Barnes of the Stanford University spoke on the subject, "The Training of the Teacher."

A short recess was then taken, after which the primary teachers retired to the lower room and listened to an instructive talk by Miss May Ledyard. Those of the higher grades remained in the room and listened to Professor C. W. Childs on civil government.

During the forenoon of the second day's session Professor H. M. Bland made a masterly address on Practical Entomology. He outlined the work and gave a synopsis of instruction to be followed in the examination of live specimens. He described the making of a school cabinet by the pupils, and argued the benefits arising from practical application of the theories learned from the text books. Superintendent F. P. Russell gave a disquisition on Arithmetic, urging that this study, whose practical value was well known, could not be given too close attention, and was the only substantial foundation for higher mathematics. Superintendent Chipman followed in an extended address of instruction to teachers. While the course of study in the schools of Santa Clara county was one of the best, still he thought that there were some defects which might be remedied. He advised that some of the Library fund be used for purchasing some of our best

juvenile periodicals. He spoke upon faulty reports being made by the teachers at the close of the school year.

The Institute was then separated into two divisions, the first of which was taken charge of by Professor R. S. Holway, of the Normal. He exhibited a number of pieces of "home-made" apparatus, which he had used in his work.

The second division was taken in charge by Miss Fannie Schallenberger, of the Oak Street School. She gave a number of interesting demonstrations of the way to keep the little ones quiet and busy during school hours, in good, healthful and useful work.

During the afternoon session Superintendent Chipman introduced Professor L. W. Weber, who brought forward a class of pupils and led them through a beautiful calisthenic drill. Professor Edward H. Griggs of the Leland Stanford Junior University gave the audience a rare treat on the "Study of English Literature," and the Misses Campiglia rendered an instrumental duet with splendid effect. Professor Childs of the Normal delivered a lengthy address, giving his observations of schools in the East and in Southern California. The Professor also spoke of school exhibits for the World's Fair. He urged that this matter be taken up at once and vigorously pushed. The first thing necessary, he said, was to map out a course of action. To this end Superintendent Chipman appointed a committee.

At the final day's session of the Institute Superintendent Chipman spoke briefly upon the subject of beautifying the school-room. J. W. Anderson, State Superintendent of Public Instruction, was then introduced, and spent some time in ably reviewing our schools and school methods in general. He spoke on the defects of the courses of study as prescribed by the State Legislature. He advocated the use of written exercises in our schools, and did not believe in the use of "Grube Methods" of teaching, as commonly taught. Professor C. H. Allen occupied considerable time in a very interesting talk on educational fads, and Professor M. B. Anderson of Stanford University read an instructive paper on "Literature and Life."

ORANGE COUNTY.—The following is a specimen program of the Orange County Teachers' Association :

1. Business Meeting.
2. What Ought the Schools to Teach—Miss E. McFadden.
3. Class Exercise in Music—Miss Jessie Gearhardt, Prof. Packard.

4. Grube Method—Miss Minnie A. Perley.
5. Use of Prang's Models—Miss Rose A. Davis.
6. Elementary Science; Animals—Supt. Will S. Monroe.

EL DORADO.—Institute in session at Placerville, Dec. 16-18. The afternoon session of the first day was broken by the funeral services of Judge Blanchard, to whose memory the teachers paid due respect by attending in a body.

Spelling and Word Analysis—J. W. Corregall.

Primary Reading—Frances Leutzinger, Mary Plumado and Mrs. May L. Pelton.

School Room Decorations—W. J. Burns.

Music—Wm. Bland.

School Government—Conductor Fisher, Wm. Bland, Lily E. Bayne and Mrs. M. L. Pelton.

Arithmetic—The Conductor, W. J. Burns, Edw. McKenna, V. V. Willis, H. A. Harper and Nettie Merry.

Grammar and Composition—A. J. Thatcher.

The State Text Books—J. P. Munson.

Scraps—Alonzo Crawford.

State Superintendent Anderson spent one day with the teachers and gave helpful suggestions.

Prof. Childs presented "History and Civil Government;" "The Essentials of a Course of Study;" "Bookkeeping, Penmanship, and Drawing;" "Marking, Examining and Promoting Pupils."

The Conductor spoke on "The School Program;" "Language, When and How;" "Habit in Education" and "Mental Arithmetic."

Rev. McFarland presented the subject of "University Extension" thoroughly and to the pleasure of the teachers.

The Institute as a body discussed "The Magazine and Newspaper as Supplementary Reading," and "Manners and Morals."

County Superintendent Wakefield delivered a practical opening address, and the Conductor and Prof. Childs gave evening addresses in the Presbyterian Church.

SACRAMENTO COUNTY.—Institute held November 23 to 25. A pleasant session; stimulating and without friction. County Superintendent Howard, in his quiet, courteous way, managing things with a firm hand. City Superintendent Hart, High School Principal Pond and Mrs. Purnell, teacher of History in the same, cordially

assisting. State Superintendent Anderson spent a half day with the teachers and spoke encouragingly.

President Jordan, of Stanford Jr. University, spoke on "Higher Education," and delivered an evening lecture to a crowded house. Subject: "The Ascent of the Matterhorn."

Ex-State Superintendent Campbell requested permission to briefly present the subject of teachers' pensions. After his remarks the matter was referred by the Superintendent to a committee.

The Conductor, P. M. Fisher, opened discussions in which the teachers participated.

A number of excellent papers were read, which the JOURNAL hopes to be able to present in full.

County Superintendent Chipman.

We present to the readers of the JOURNAL a face familiar to many teachers in the State. L. J. CHIPMAN, County Supt. of Santa Clara, is serving his fourth term. He was called to the office at an earlier age than any Superintendent the State has ever had. He is a native of the State and a graduate of the San Jose Normal School. His administrative abilities are remarkable. There is little friction in his department because of his tact. His manner with his teachers is kindly and encouraging. Socially, among his fellow superintendents he is much admired; as a raconteur he has few equals. His repeated election to the office shows his hold upon the community and his rare ability to steer between the rock and the whirlpool.

Our policy is peace. A kind providence has cast our lot on a portion of the globe sufficiently vast to satisfy the most grasping ambition, and abounding beyond all others in resources which only require to be fully developed to make us the greatest and most prosperous people on earth. Liberty is a solemn thing—a welcome, a joyous, a glorious thing, if you please—but it is a solemn thing. A free people must be a thoughtful people. A free people must be serious; for it has to do the greatest thing that ever was done in the world—to govern itself.—*Orville Dewey.*



L. J. CHIPMAN,
Superintendent of Schools, Santa Clara County, Cal.

NORMAL SCHOOLS.

Our Crowded Course of Study.

R. S. HOLWAY, STATE NORMAL SCHOOL, SAN JOSE, CAL.

It is frequently remarked that a public speaker addressing a body of teachers is most vigorously applauded whenever he refers to the over-worked teacher.

Possibly a similar law holds good in addressing a convention of doctors or preachers.

What underlying idea the applause represents I am unable to decide. It may be that the intention is to express gratification at being overworked, or on the other hand, the applause may be for the sagacity of the speaker in discovering the fact.

These reflections have arisen at different times on hearing that some county institute has adopted resolutions declaring that there is too much work in our course of study, and asking for relief. Such resolutions seem to meet with hearty applause and ready adoption. Now how far is this action of teachers due to the seemingly general desire to applaud any reference to their hard work, and how far is it due to a deep-seated conviction arising from study and reflection, on the part of the individual?

The first motive is so much akin to self-praise that I do not believe it influences many of our earnest teachers, and therefore we are called upon to face the fact that many teachers are at work with the discouraging opinion that they are asked to teach more different branches than can be done successfully. Such a belief is but the prelude to failure.

These later years have seen the addition of physiology, vocal music, bookkeeping, industrial drawing, entomology and civil government, to the course of study that was considered sufficient a generation ago. Besides all these, many are urging the claims of elementary science and simple geometry, and, what is more, there is every sign that these two latter candidates will soon be given a place by all of our counties, as they have already by a few.

No wonder that many a teacher feels bewildered by this apparently ever increasing mass of information which he is expected first to master himself, and then impart to the helpless child.

Now that last sentence may possibly be allowed to remain as expressive of the feelings of the bewildered teacher, and as suggestive of about as many false ideas on the subject as can well be crowded into a single statement.

The statement is all right with the exception that, the majority of teachers are not bewildered, and that what is accumulating is not a mass of information, and so the teacher is not expected to master it himself nor to impart it to the child. With these trifling exceptions the statement may well stand while we discuss the subject a little further.

That many teachers in trying to follow the law and the directions of their County Board are teaching a smattering of everything in the course and nothing thoroughly, I have no shadow of doubt. But is not this to be expected in a transition period? The habits and traditions of teachers were formed at a time when there were but few studies and these few not closely related to each other. In consequence each branch was taught as an isolated whole, and very likely with a thoroughness that many of us to-day fail to achieve. But is not this very failure due to the fact that we are trying to teach each subject in the present course as an isolated subject? We seem to think that the separate mention of a study in the law carries with it the right to a distinct place in our recitation program.

In a similar way there seems to be a strong tendency among teachers in graded schools to do the work of their respective grades with no thought of the others beyond the forced requirement that the pupil must enter the grade above well enough prepared to *begin* the new work without bringing discredit on the previous teacher.

This attempt to teach each subject or grade without proper consideration of its relations to others, accounts to some extent for the belief that our course is overcrowded.

But are we to try to remedy matters by petitioning the Legislature to drop any of these recently-added studies? No; such a reversion to the "Three R's" is plainly in opposition to the age. To-day's civilization is complex and varied. The terms of every-day life refer to many sciences unknown to the generation before us. The very workmen in the streets talk to each other of volts and amperes, and *must* use such terms with some definite and practical meaning to carry on their manual labor with safety to life and limb.

Our course of study naturally grows and becomes more complex with our civilization. But just as advancing science gives a better

knowledge of the phenomena of nature by a more complete classification—but at the expense of a few new terms—so a better appreciation of our lengthened course of study will lead to simplification by teaching us to recognize the essential unity of the whole, and the correlation of the different branches. We still let the new terms stand for unrelated subjects. Geography and history are but slowly coming together; yet, as they unite, they are bringing the inevitable conviction that observation in natural science must form the basis of geography, and that civil government ought to be the first of the lessons taught by history.

And allow me to illustrate further by what seems likely to be the next addition to our course, namely, geometry. One more addition, it will be called by many—a mere naming of an essential and long-present part of our work, it will be called by others.

Many a teacher begins now with the six-year-old by giving a lesson in geometry. It may be by giving the little tots toothpicks with which to amuse themselves. *Naming* the subject *geometry* in our course may lead some of these teachers to ask the children about the size of the triangle formed when the length of the sticks is relatively the same. The child may pity the teacher who doesn't know that "of course they're the same," but the foundation for more advanced geometry will be laid by the child's giving conscious and definite expression to the otherwise hazy ideas gained by observation. And so on through the work. In the drawing, if the teacher has geometry in mind, numberless opportunities will arise to ask questions about angles, parallels, perpendiculars and triangles. In fact, a large part of the first two books of geometry may come up as observation work in drawing, and this without interfering with the drawing, but, on the contrary, adding to its interest.

Very soon the pupil will want to tell you reasons for his opinions, and the logic of geometry can go hand in hand with the construction work in drawing. Then, when the required work in mensuration is reached, it need no longer be the mere memorizing of the cold, lifeless facts in geometry.

When teachers are so well prepared that every subject from primary grade up (or *down*) is unconsciously taught as it would be if the teacher stopped and consciously reviewed the relation of the topic to every other topic in the course—when that happy time comes, we may have still more branches named in our course of study, but no complaints of too many. Now the fact that such a time is too idyllic to

be entirely realized, is not the slightest argument against our striving with might and main—doing a little overwork even—that we may approximate it as nearly as possible.

The striving will be all the easier because, here and there, there are already to be found bright, cheery teachers who are successfully teaching all the essentials of the present curriculum, and some fads of their own, without thinking of complaining of an over-crowded course.

There is no doubt that we are trying to teach many antiquated and useless things, but, in my opinion, the remedy lies not in curtailing the number of studies, but in a thorough pruning by the County Boards of the useless shoots on our educational branches, and in the constant endeavor by teachers to recognize the essential unity of our course of study.

Teamster Jim.

I mind the day he was married, and I danced at the weddin', too,
And I kissed the bride, sweet Maggie, daughter of Ben McGrew.
I mind how they set up housekeepin', two young, poor, happy fools,
When Jim's only stock was a heavy truck and four Kentucky mules.

Well, they lived alone, contented, with their little joys and cares,
And every year a baby came, and twice they came in pairs,
Till the house was full of children, with their shoutin' an' playin' an' squalls,
And their singin' an' laughin' an' cryin' made Bedlam within its walls.

An' Jim he seemed to like it, and he spent all his even's at home.
He said it was full of music an' light from pit to dome.
He joined the church, an' he used to pray that his heart might be kept from sin,
The stumblin'est prayin', but heads and hearts used to bow when he'd begin.

So they lived along in that way, the same from day to day,
With plenty of time for drivin' work and a little time for play,
An' growin' around 'em the sweetest girls and the liveliest, manliest boys,
Till the old gray heads of the two old folks was crowned with the homeliest joys.

Eh! Come to my story? Well, that's all; they'se livin' just like I said,
Only two of the girls is married an' one of the boys is dead;
An' they're honest an' decent an' happy, an' the very best Christians I know,
Though I reckon in brilliant company they'd be voted a leetle slow.

Oh, you're pressed for time! Excuse you? Sure I'm sorry I kept you so long.
Good bye. Now, he looked kind o' bored-like, and I reckon that I was wrong
To tell such a commonplace story of two such commonplace lives,
But we can't all git drunk an' gamble an' fight an' run off with other men's wives.

EDITORIAL.

WE acknowledge hospitalities received from Mrs. Lawhead, of Hesperian College, Woodland, Principal Goin, of the same charming town, and Principal Thatcher, of Placerville.

WE present as frontispiece a cut of the Los Angeles Normal School Gymnasium. The building is handsome exteriorly, and is admirably adapted to its purpose. The bright eyes, rosy cheeks and firm, elastic step of the students bear excellent testimony to the value of the exercise afforded. Principal More is justly proud of this adjunct.

WE will be pleased to receive reports of Institutes, written for the JOURNAL. The reports of the local press are not always received by the JOURNAL, and when received do not always fit the case so well as a clear, condensed report written by the Secretary or some teacher. In the absence of any of these means, our readers miss what the editor would be glad to present in these columns.

AT the Shasta Institute, some thirty teachers whose schools had closed for the term, attended. Others who had no schools were present. Some came eighty miles, a third of the distance on sleds. For prompt roll calls, and a quiet persistence that causes the wished-for excuse to be unapplied for, and yet leaves no sting, Miss Welsh and her teachers challenge admiration.

THE editor returned from the State Association too late to give the meeting an extended notice. Much of the February number will be devoted to a full account of the proceedings, including the new constitution, list of officers, heads of departments, and members of the Educational Council, the new department of organization. Teachers and school officers generally, will find the number valuable for future reference.

A SPECIAL course of instruction in the study of insects will be given at Leland Stanford Junior University by Prof. J. H. Comstock. The course will begin January 4th and continue three months, and is free to all who are interested in the subject. In addition, beginning February 15th, a series of popular lectures will be given on the insects

injurious to fruit in California and on other matters of importance to fruit growers of the State. At the same time Emory E. Smith, editor of the *California Fruit Grower*, will deliver a series of lectures on fruit growing.

"Do you like the State Text Books?" "No, I am opposed to the whole system!" "But do you like the books?" "Well yes, one or two of them." "Which ones?" "Well the primary Geography and—but History is bad, very bad." "Well, now, I think it a pretty good book, if preceded by Eggleston's or Barnes' primary." "I don't like the advanced Arithmetic." "Well I think it is a good book; it makes the teacher work." And so it goes, and more and more we are led to believe that the skillful teacher is superior to any book, and more and more are we gratified to observe how much effective work is being done in spite of the above specimen.

THE following resolutions adopted by the Teachers' Institute of Glenn county were sent to us by County Superintendent Finch. The matter is well worth the attention of teachers and school officers:

"Whereas, The present law, preventing a contract for more than one year at a time, thus making the teachers' position uncertain, and requiring frequent removals, is driving many of our best teachers from the profession; therefore be it

"Resolved, That the Legislature be requested to amend the law so that Trustees may employ teachers for five years, or during good behavior, and

"Resolved, That our Superintendent be requested to forward a copy of this resolution to each County Superintendent in the State."

The "Journal" and the Library Fund.

Superintendent Howard, of Sacramento, writes, "In making the spring apportionment of State School Fund, I set aside from the Library Fund of each district the annual cost of the JOURNAL, reporting to the clerk the fund less the cost of JOURNAL. The aggregate of the district subscriptions is entered in the ledger under the head of "Journal Fund." From this fund I draw semi-annually upon notice from the editor. By this plan the Superintendent, Auditor and Treasurer each make but one entry, and the school clerks are entirely relieved from accounting for this item.

Business Notices.

TEACHERS and school officers visiting San Francisco during the winter vacation, will learn something of practical benefit to themselves and their schools by inspecting the lines of school supplies, etc., carried by the firms of C. F. Weber & Co., The J. Dewing Co., and John Taylor & Co.

THE new edition of the International Cyclopedia, published by the well-known house of Dodd, Mead & Co., New York, has been prepared for ready and honest service for those who need to consult reference works in our own language. We venture to say that it would prove to be very useful in many of our school rooms, where much more pretentious and costly Cyclopedias now serve their chief purpose as ornaments to top shelves of book cases.

THE tendency of the present with progressive teachers is to secure their positions and promotions through well-managed TEACHERS' BUREAUS, rather than leave such important matters to chance or "luck." That teacher, man or woman, who is sure to rise in the profession, will take every possible precaution that will assure success. One of the best agencies to aid the progressive teacher is the California League Teachers' Bureau, managed by A. Megahan, 468 Tenth Street, Oakland, Cal. This organization has the *National League of State Teachers' Bureaus* back of it, with all of its prestige and skill. Every California teacher should write to Mr. Megahan for circulars, and Boards in need of teachers should write or telegraph him.

MEMORY furnishes the basis for all knowledge ; its functions—acquisition, retention, and recollection—are susceptible of wonderful development, and we are glad to call attention to the philosophic and practical treatises published by James P. Downs, 243 Broadway, New York.

Mr. Downs is himself a student of original thought and research, and he has spent many years in the elaboration and illustration of this subject of memory culture. Our acquaintance with him dates back to college days when we read *Iphigenia* together.

Many teachers associate the idea of improving the memory with mere repetition and imitation, and do not realize that there is any such thing as scientific memory culture by which is unfolded methods

of study that not only strengthen the memory marvelously, but develop and discipline the entire range of mental faculties. A careful study of the memory and thought series would be a revelation to them. We advise all who are interested in this important subject to send for prospectus.

WE take pleasure also in calling attention to the LOS ANGELES TEACHERS' AGENCY, managed by C. C. Boynton. This is a branch of the well-known FISK TEACHERS' AGENCIES. These agencies have filled a large number of positions with successful teachers, and the Los Angeles manager is highly recommended.

Superintendent Keyes, of Riverside, says: "It gives me pleasure to bear testimony to the prompt and painstaking efficiency of the Fisk Teachers' Agency. I have frequently had occasion to call upon both the Chicago and Los Angeles offices for candidates for most important positions, and I have always secured superior service.

I can heartily recommend your Agency to Superintendents and School Boards seeking teachers of high merit."

Principal Pierce, of the Chico State Normal School, adds: "I have known Mr. C. C. Boynton, of the Fisk Teachers' Agency for several years. He is himself a teacher of long experience, a good judge of teachers and thoroughly reliable. From my knowledge of his methods, I am confident that he will recommend only those who are qualified. We should not like to part with the teacher whom he recommended to a position in this school."

Complimentary.

SUPT. Vergon of Modoc writes: "I hear nothing but the most favorable comments on the JOURNAL from our teachers."

THE Santa Cruz *Surf* says: "The December number of the PACIFIC EDUCATIONAL JOURNAL is neat, well edited and brimful of matter of interest to educators"

PRINCIPAL E. E. Gardner of Suisun says: "I am greatly pleased with the Journal as it now appears, and while I read it before, I read it now with increased interest.

THE Yolo County Teachers' Institute: "*Resolved*, That we heartily appreciate the improvement made in our official organ, THE PACIFIC EDUCATIONAL JOURNAL, under the able management of the Hon. P. M. Fisher."

FROM the *National Journal of Education*: "P. M. Fisher, the new editor and manager of the PACIFIC EDUCATIONAL JOURNAL, as Superintendent of Alameda County, had one of the most responsible county superintendencies in America. We express the heartiest good wishes of his friends East and West when we bespeak for him eminent success.

FROM the San Jose *Mercury*: "The PACIFIC EDUCATIONAL JOURNAL for October is called a "High School Number." It has as a frontispiece a picture of the Cogswell Polytechnique School in San Francisco. The contents refer principally to subjects pertaining to high schools, and, as usual, are both interesting and instructive. The JOURNAL is the official organ of the Department of Public Instruction in California and is published at San Francisco under the editorship of P. M. Fisher."

ESSAY on "Breath," by a schoolboy who had attended a course of lectures in Physiology: "Breath is made of air. We breathe with our lungs, our lights, our livers and our kidneys. If it wasn't for our breath we should die when we slept. Our breath keeps the life agoing through the nose, when we are asleep. Boys that stay in a room all day should not breathe. They should wait till they get outdoors. Boys in a room make carbonicide. Carbonicide is more poisonous than mad dogs. A heap of soldiers was in a black hole in India and carbonicide got in that black hole and killed nearly every one afore morning. Girls kill the breath with corsets that squeeze the diagram. Girls can't run or holler like boys, because their diagram is squeezed too much. If I was a girl, I'd rather be a boy, so I can run and holler and have a good big diagram."—*London Journal of Education*.

THE *Youth's Companion* gives the argument of an old German poem, which paid little regard to United States geography, as follows:

"Under a palm tree on the shore of Lake Erie the hero is devoured by an alligator. The heroine, hearing of his fate, rushes from her home in the everglades of Florida, on the banks of Lake Superior, captures the alligator, extracts the hero's body, and buries it with magnificent pomp in Greenwood, in the city of New York, in the State of St. Louis."

An elementary geography class will find good, busy work in straightening this out.

OFFICIAL DEPARTMENT.

JANUARY, 1892.

J. W. ANDERSON,	- - - - -	Superintendent Public Instruction
A. B. ANDERSON,	- - - - -	Deputy Superintendent Public Instruction

The following decisions have been rendered since the last list reported:

279. All the districts of a county may unite to form a Union High School; but districts in one county cannot unite with those in another. (See Section 9 of Act approved March 20, 1891, Statutes of 1891, page 182.)

280. The change of location of a High School building can be made only in the manner provided for changing the location of any school building. (Deputy Attorney-General Sanders.)

281. When a district is composed of territory partly in a city and partly outside thereof, the City Treasurer has nothing to do with the funds of the district. These funds must be paid into the County Treasury for the use of the district for which said money was collected. The County Treasurer shall, upon demand from the Governing Board of said district, pay out such money to the district entitled thereto in the same manner as other school moneys are paid out by such Treasurer. (Attorney-General Hart.)

282. Boards of High School Trustees, under Section 6 of the High School Act, Statutes of 1891, page 183, have power to "submit to the electors of a district whether bonds of such district shall be issued and sold" for the purposes mentioned in Section 1880 of the Political Code. (Deputy Attorney-General Sanders.)

283. Under Section 1858 of the Political Code, as amended, Statutes of 1889, page 195, Volume 5, Supplement to the Codes, in my opinion no power exists to appropriate State or county school money to a school district having less than ten census children, except that after the other districts have been provided for, the school money remaining on hand is to be apportioned to the several districts in proportion to the average daily attendance in each district during the preceding school year. (Deputy Attorney-General Sanders.)

284. I am of opinion that the children of Indian parents, "who have settled upon Government land and have U. S. patents there-

for," are "school census children" within the meaning of the law. (See Section 1662 of the Political Code, as amended, Statutes of California of 1891, page 160; also *Wysinger vs. Crookshank*, 82 Cal., 592.) (Attorney-General Hart.)

285. I think, under Section 1791 of the Political Code, Statutes of 1891, page 163, city teachers are employed in the public schools of the county within the meaning of Section 1560 of the Political Code, and must participate in the proceedings of the County Institute. This leads me to think that under Section 1565 of the Political Code, each applicant for a certificate, except temporary, upon presenting his application must pay to the County Superintendent a fee of \$2, to be deposited to the credit of the Teachers' Institute and Library Fund. (Attorney-General Hart.)

THE Commissioner of Education calls the attention of all educational exhibitors to the fact that the Bureau of Education has a position quite similar to their own, and cannot be expected to give any information regarding the plans and scope of the educational exhibit, excepting in so far as it may be requested to do so by Dr. Peabody. All such information should be obtained directly from Dr. Selim A. Peabody, whose address is Rand Building, Chicago. The Commissioner of Education is desirous of aiding in the preparation of this work in any way that does not conflict with the authority of the regularly appointed officers of the World's Columbian Exposition. Another bulletin, in which it is hoped to give helpful information regarding details of past educational exhibitions, is being prepared, and will be issued at an early day.

THE *Cosmopolitan* Magazine has determined to attempt the solution of the problem of aerial navigation, and under its direction a series of experiments will be made, which it is hoped will be brought to a satisfactory conclusion. It offers \$500 in prizes for three essays upon aerial navigation: First—\$250 for the most valuable paper suggesting the best methods of accomplishing the navigation of the air. Second—\$100 for the second most valuable essay on the same subject. Third—\$150 for the best paper on the result which successful aerial navigation would have upon the moral and material interests of the world. The papers to be in the possession of the *Cosmopolitan* before February 1st, 1892.

OUR LIBRARY TABLE.

CYR'S READING SLIPS. Forty-eight manilla envelopes containing each twenty sentences, printed in large type on stiff manilla paper. By Miss Ella M. Cyr, author of *The Children's Primer*. (Introduction price, five cents per envelope. Ginn & Company.) These reading slips may be used in connection with *The Children's Primer*, or independently, or with any other first reading book.

EASY DRAWINGS FOR THE GEOGRAPHY CLASS. By D. R. Augsburg, B. P., author of "Easy Things to Draw." (E. L. Kellogg, New York and Chicago, 1891. 95 pages; price 50 cents.) In this volume is the same excellent work that was noted in Mr. Augsburg's "Easy Things to Draw." He does not here seek to present a system of drawing, but to give a collection of drawings made in the simplest possible way, and so constructed that any one may reproduce them.

STAR-LAND. Talks with young people about the wonders of the heavens. By Sir Robert S. Ball, Royal Astronomer of Ireland. Illustrated. Ginn & Co., Boston. This volume, of 376 pages, is founded on lectures given by the author to a juvenile audience. The sun, the moon, the planets, comets, shooting stars and stars are the subjects. The language of the text is simple and direct, the illustrations are well-chosen, and every page contains valuable information. It is a book which boys and girls can read, understand and enjoy. We recommend it for school libraries.

In the September JOURNAL, we announced the publication of a book of peculiar value as an introductory work to the study of geology and physical geography. This book, "The Story of Our Continent," by Professor Shaler, of Harvard, can now be ordered from the publishers, Ginn & Company. Teachers of grammar schools will find it just what they have long desired in the way of a supplemental reading-book for their classes in geography and history. The book contains nearly 300 pages, is illustrated, tastefully bound, and of convenient size and form.

OVID WITH VOCABULARY. Ginn & Company have published "Selections from Ovid," chiefly the "Metamorphoses," by Allen & Greenough, revised by H. N. Fowler. This work, like others of the Allen & Greenough series, is in type, paper and binding a model of excellence and good taste. Preceding each selection the argument is given, in order to present to the reader something like a complete picture of the mythology of the Greeks, as well as to show the connection of the tales and the ingenuity of the transitions. There are nearly 150 pages of notes, and a special vocabulary, covering all the selections. Teachers will be glad to place this book in the hands of their pupils.

XENOPHON'S HELLENICA, BOOKS V-VII. Based on the edition of Büchschütz, edited by Chas. E. Bennett of Brown University. Text edition, 125 pages. Text and note edition, 250 pages. Important additions have been made in this edition to the notes of Büchschütz in the way of material drawn from other sources. Special attention has been paid to the language. The orthography has been made to correspond as closely as possible with the Attic usage of Xenophon's day, as determined by the testimony of contemporary inscriptions, while syntactical peculiarities receive careful consideration. An introduction by the American editor gives a review of the salient events in the history of the important period covered by the text. Besides an appendix devoted to matters of textual criticism, the book contains a full grammatical index and an index of proper names. Ginn & Company, Publishers.

THE September JOURNAL also contained a notice of the publication of a new Latin text-book, "The Gate to Cæsar," by the Principal of the Roxbury Latin School, Boston. This admirable little book is intended to lessen the task which confronts the teacher who undertakes to carry a class through Cæsar's Gallic War. The author believes that there is no book of Cæsar's that does not require a certain degree of simplification to bring the text to the level of the powers of young boys and girls. His purpose has been well carried out, and it is easy to see how the pupil who has thoroughly mastered this simplified text and grounded himself in the grammatical principles given as illustrations will subsequently make much more rapid and satisfactory progress than when he is at once put to reading Cæsar as his text stands in the books now in use. Published by Ginn & Company.

D. C. HEATH & CO., Boston, have issued Herbart's "Allgemeine Pädagogik," translated by Henry M. Felkin of London, and edited, with an introduction, by Oscar Browning, author of "Educational Theories." This book is not a mere text-book of pedagogy, but shows the intimate connection between ethics, psychology and education. The translation will prove a great boon to those teachers who study the philosophy of teaching, but have not mastered German. Herbart is difficult to translate, but this translation merits very high praise, for having so successfully reproduced the thought of the author. They have also just published an "Italian Composition," by C. H. Grandgent, author of their Italian Grammar. Part 1 supplements the grammar by giving additional exercise work with references. Part 2 comprises selections of simple Italian, with exercises based on each. Part 3 consists of additional exercises in composition and formulas used in letter-writing. A vocabulary, together with an appendix containing notes on pronunciation, and a list of irregular verbs follows.

INDUCTIVE LATIN PRIMER, by President William R. Harper of the Chicago University and Professor I. A. Burgess of the Boston Latin School. (Published by the American Book Company. Price \$1.00.) This valuable addition to our text-books for the study of Latin has evidently been prepared by teachers of ripe thought and experience. The inductive method of teaching a language is the only rational one, and we are surprised that so many of our teachers in High schools and colleges still drag their classes through the drudgery of memorizing the grammar of a language before they have gained a knowledge of the text. The method of the book before us proposes: First, that the pupil shall gain from the text an accurate knowledge of some of the facts of the language; second, that he shall learn from these facts the principles which they illustrate, and by which they are regulated; third, that he shall apply these principles to the new forms which come to his notice as he advances. The book is consistently inductive, and we predict that it will meet the approbation of all our progressive teachers.

SHORT COURSES OF READING IN ENGLISH LITERATURE. By C. T. Winchester, Professor of English Literature in Wesleyan University. Published by Ginn & Company. This little book lays out five short courses of reading from the most prominent writers in pure literature of the last three centuries, beginning with Marlowe and ending with Tennyson. Each of these courses is followed by a supplementary course, somewhat longer, for those who have time for more extended reading; so that the shorter and the longer courses, taken together, represent with considerable fullness the progress of our literature in its best specimens from the Elizabethan period to the present day. The book contains also information as to the best editions for student use, with extended and well-chosen lists of critical and biographical authorities. The work is the outcome of long experience in the teaching of college classes. It is believed that it may be found useful, not only by teachers and students of English literature in our colleges, but by librarians, reading clubs, students in the University Extension Scheme, and by any other readers who wish to give system and direction to their reading of our literature.

ALL teachers who are interested in seeing the best masterpieces of literature put before school children in an attractive and inexpensive form will be gratified to learn that Houghton, Mifflin & Co. have just issued, as No. 51 of their Riverside Literature Series (price in paper covers 15 cents) "Rip Van Winkle and Other American Essays" from Washington Irving's "Sketch Book." No. 52 contains "The Voyage and other English Essays," from the "Sketch Book." These two numbers will soon be published, bound together in one volume, in board covers, at 40 cents, postpaid. This publishing company has just issued "Masterpieces of American Literature," (12 mo., cloth binding, 470 pages, price \$1.00, net, postpaid.) This book contains complete masterpieces from the works of the following thirteen authors of America, with a biographical sketch of each: Longfellow, Whittier, Irving, Bryant, Hawthorne, Franklin, Holmes, Thoreau, O'Reilly, Lowell, Emerson, Everett and Webster. The "Masterpieces" was recently adopted by the School Board of the City of Boston, by a unanimous vote, as a reading book in the highest classes of the Grammar schools.

D. C. HEATH & Co. have published Racine's "Esther," edited by Professor I. H. B. Spiers of the William Penn Charter School, Philadelphia. The text has been modernized throughout. The introduction briefly summarizes the life of Racine, the development of French tragedy, and, lastly, the history and chief excellences of the play of "Esther." The notes and appendices are intended to make clear such matters of history or grammar as offer any difficulty, or to emphasize that which may be especially instructive from a literary, historical or grammatical point of view. This company will issue shortly a beginner's book in Old English (Anglo Saxon), by George Hempl, Professor of English in the University of Michigan. It will consist of elementary grammar and easy texts suitable as introductory to advanced grammar and reading, though sufficient for the usual course in Old English in colleges that give but one course, and in High schools. Also "Reading and Speaking; Familiar Talks to Young Men Who Would Speak Well in Public." By Brainard Gardner Smith, Associate Professor of Elocution and Oratory, Cornell University; and the first four books of "Dichtung und Wahrheit," edited expressly for them, with introduction and notes by Professor C. A. Buchheim, editor of the Clarendon Press Series of German Classics. The edition will be especially adapted for pupils preparing for entrance to colleges offering an advanced requirement in German, but will also have in view the numerous colleges that devote a portion of their time to the reading of Goethe's prose.

MAGAZINES

WE have received copies of the magnificent Christmas number of the *Oakland Times* and the mammoth New Year's number of the *San Jose Mercury*, editions which rank, in their sphere, with some of the best efforts of our great magazines.

Schools and Colleges. Devoted to secondary and higher education. Ginn & Company, publishers. The January number of this periodical presents an interesting table of contents. The leading article is from the able President of Brown University, F. B. Andrews.

In the *Atlantic Monthly* for January is printed a collection of letters written by John Stuart Mill while conducting the *Westminster Review*. This periodical, under his editorship, was one of the most important reviews in England, and these letters throw a pleasant light on a famous man. An important paper on "Boston," from Mr. Emerson's unpublished manuscripts, also appears in the January *Atlantic*.

GINN & COMPANY also begin the publication of *The Philosophical Review*. Vol. I, No. 1, January, 1892, has the following table of contents: 1. Prefatory Note. 2. The Critical Philosophy and Idealism, by Professor John Watson. 3. Psychology as So-called "Natural Science," by Professor George T. Ladd. 4. On Some Psychological Aspects of the Chinese Musical System, by Benjamin Ives Gilman. 5. Reviews of Books. 6. Summaries of Articles. Published bi-monthly. 3.00 per year. J. G. Schurman, editor.

THE January *Overland* is a handsome one, and finely illustrated. "The Mission Bells," by C. H. Shinn, is a very readable article; "A Day in Pestalozzi Town," by Mrs. Kate Douglas Wiggin, is a record of a European visit; a valuable article is by Professor Holden of the Lick Observatory, with full-page illustrations of the moon. The stories, sketches and poems are good. Every one who desires to keep abreast of the Pacific Coast literature should read the *Overland*.

THE stories in the January *New England Magazine* are of a quaint, unusual character, very refreshing in these days of claptrap sensationalism. One of the most interesting articles is "Phillips Brooks," by Julius H. Ward. It gives an account of the great preacher's early manhood, his homes, his haunts and his work. Prof. C. M. Woodward contributes a vivid account of St. Louis, its early beginnings, its development and present day progress. The article is illustrated by Ross Turner.

THE *Magazine of American History* opens its twenty-seventh volume with the new year. The commanding influence of this periodical of timely and authentic history is the result of age and excellence, rather than of advertised lists of fine writers and illustrations which characterize all new ventures. It is too well known and highly prized to need continual booming; and it is always welcome to its hosts of readers, because it never fails to bring something new and valuable. The issue for January is notably good.

GOVERNOR HILL has written for the January number of the *North American Review* a remarkable article on "The Pardoning Power." The symposium in the January number is on "The Best Book of the Year." It includes original criticisms by Sir Edwin Arnold, Gail Hamilton, Agnes Repplier, Amelia E. Barr, Rev. Dr. Briggs, Julien Gordon and Dr. William A. Hammond. Under the head of "Ninety Miles in Eighty-Nine Minutes," the General Superintendent of the New York Central Railway contributes a picture of the life and work of locomotive engineers.

Scribner's Magazine for January begins the sixth year and eleventh volume of this periodical, which now announces a circulation of more than one hundred and forty thousand copies monthly (which is constantly increasing). The plans for the new year include, beside the more purely literary contents, a remarkable series on "The Poor in the World's Great Cities;" "Important Historical Movements," by eminent men who took part in them; "Out-of-Door Papers; occasional railway articles on "Rapid Transit," "Australian Railways," "Speed in Locomotives;" on important water-ways, like the Nicaragua Canal, and the water route from Chicago to the ocean; also travel, exploration and abundant fiction, including the notable serial, "The Wrecker," by Robert Louis Stevenson and Lloyd Osborne.

A PORTRAIT of Gounod, the celebrated French composer, forms the frontispiece of the January *Century*, and along with the portrait is a charming paper of reminiscences of the early life of the musician. The feature of this number is an article by Captain E. S. Godfrey, one of General Custer's troop commanders, on the massacre of the Little Big Horn, "Custer's Last Battle." Captain Godfrey advances a new and conclusive theory with regard to General Custer's movements, which is based upon his own knowledge at the time, and also upon information derived directly from the chiefs who led the attack. Captain Godfrey's article is followed by a critical review of the events of the campaign by General James B. Fry. Dr. J. M. Buckley, editor of *The Christian Advocate*, prints a very full and interesting essay on the subject of "Witchcraft" in general, and the Salem witchcraft in particular, in which he makes the startling statement that witchcraft is, at the present time, believed in by the majority of the citizens of the United States. The poetry of the January *Century* is unusually interesting. Mr. Aldrich contributing five short poems in a group entitled "Interludes," and a great variety of poems appear in the body of the magazine and "In Lighter Vein."

The January *St. Nicholas* begins with a charming frontispiece described by a no less excellent poem written by Helen Gray Cone, "The Little Maid of Spain," a little lady, every inch of her. The number, by the way, is rich in verse, as there are poems by Celia Thaxter, Edith M. Thomas, Anna M. Pratt, Mrs. Bumstead, Jack Bennett, and others. A long "short" story, which girls especially will enjoy is Mary Davey's "The Pink Gown." Birch illustrates the story very appropriately. Eliza Ruhama Scidmore, so favorably known as a writer on Japanese subjects, tells of "Two Queer Cousins of the Crab." Perhaps the most attractive article is Mrs. Richards' account of the childhood of her sisters, her brother and herself, called "When I Was Your Age." In reading of their healthful, ennobling bringing up, one cannot wonder at the subsequent success of the Howe family in all its undertakings. Joseph Jefferson introduces to the *St. Nicholas* public some clever silhouettes by Katherine Robertson. There are, besides, Brander Matthews' serial, which will earn its own praise from young folk, and the cheerful and inspiring departments, pictures, and other attractive features, which your boys and girls will, no doubt, bring to your attention, providing you take *St. Nicholas*—as no doubt you do.

HUMOROUS.

LEVI—Rachel, un mein knees I imblores you to be mein vife?

Rachel—Levi, git oop! Vat vosh you dinking of? Dose bants gost more as two dollars?

MANY millions of the human family live on rice. The ancient Egyptians who built the pyramids fed on garlic—they used their breaths to help lift the heavy stones.

THE ears of a grasshopper are located away down on his forelegs, and there are some people who would be better off if their tongues were situated in another county.

TAKE a large knotty potato in a teaspoon and see if you can carry it across the room. This is a game they call the "potato walk." A Boston conversazione might be called a beanstalk.

THAT HOWL EXPLAINED.

Charlie—What makes the old cat howl so?

Walter—I guess you'd make a noise if you was full of fiddle-strings inside.—*N. Y. World*.

"WHY did Lot's wife look back?" asked the Sunday-school teacher.

"I suppose a woman passed her with a new bonnet on," replied Johnny Cumso.—*Humorist*.

COLLECTOR—Is Mr. Dett in?

Servant—No, sir; he's out.

Collector—When will he be in?

Servant—As soon as you go away.—*St. Louis Humorist*.

CALIFORNIA SCHOOL ITEMS.

THE Berkeley public schools have 1,179 pupils enrolled.

VACAVILLE wants a Union High school organized there.

A. C. ABSHIRE has been elected Principal of the Sonoma public school.

MISS MYRA BAKER has been appointed to a position in Napa College.

DR. A. W. PLUMMER is the new Superintendent of the Santa Ana public schools.

POMONA COLLEGE has secured one of Alvin Clark's best six-inch lens telescopes.

THE cost of the public schools of San Francisco for the school year of 1890-91 was \$999,332.88.

PROF. SOLOMON HENDRIX has been appointed to the Chair of Mathematics in Lordsburg College.

THERE are 2,637 children under care of the Golden Gate Kindergarten Association of San Francisco.

THE contract price for the new High school building now being erected in San Bernardino is \$49,675.

AT the election for a Union High School in Dixon there was not a single vote cast against it in the town.

PROFESSOR CROFTS, of the San Rafael High school has been elected to a position in the San Francisco School Department.

MRS. ANNE HOOK, of Stockton, has contributed \$5,000 to found a scholarship in California College, Highland Park, Oakland.

THE Solano County Board of Education is preparing a new manual for the use of the teachers in the public schools of the county.

MISS AGNES STOWELL has resigned from the San Rafael School Department to accept a position in the public schools of Pasadena.

PROFESSOR and Mrs. Lemmon, the well-known botanists, are preparing for publication a book on the cone-bearers of the Pacific Coast.

ONE HUNDRED AND FORTY-THREE of the 199 teachers employed in the public schools of Santa Clara county are graduates of the State Normal School.

FRESNO has an enrollment of 1,257 pupils in the public schools. A fine new microscope has been added to the apparatus for the use of the High School.

THE Trinity County Board of Education has passed a resolution that in future no teachers' certificates will be granted upon certificates from other counties.

THE Sacramento City Board of Education contemplates the introduction of the Swedish system of physical culture in the public schools of the capital city.

AT a meeting of the Paso Robles people it was unanimously agreed to call an election for the purpose of voting \$25,000 bonds for a new High school building.

THE Throop University at Pasadena was formally opened during November. This institution was founded recently by Hon. A. G. Throop, a philanthropic citizen of Pasadena.

E. C. GARDNER, of the firm of Gardner & Meeker, publishers of "California Teachers' Examination Questions," has had charge of the Suisun School since Professor Metzler's resignation.

THE Kern County Teachers' Institute will be in session January 4, 5 and 6, 1892. State Superintendent Anderson will be present one day, and John P. Irish will deliver two evening lectures.

DR. J. H. HOOSE, for more than twenty years the Principal of the New York State Normal School at Cortland, has purchased an orange grove at Pasadena and taken up his residence there.

OLIVER WEBB has charge of Manual Training in the grammar schools of San Diego. The three upper grades have done bench work similar to that done in the Cogswell School of San Francisco.

THE Trustees of the Pacific Theological Seminary, of Oakland, have received a gift of \$50,000 from Edward Coleman, of Grass Valley. The money was given to enable them to endow a chair in the Seminary.

THE granite and concrete steps and landing to the second story of the Chico State Normal School building is nearly completed. New cases have been put in the museum for the display of the specimens and exhibits.

MRS. C. M. OSTROM, teaching at Lake City, Modoc county, writing December 10th, says: "We have been skating to-day on Upper Lake. I skated three miles. I wish you could drive through Cedar Pass now; it is beautiful; good road, but enough snow to change the landscape."

ALEXANDER CRAW, entomologist of the State Board of Horticulture, has prepared a valuable pamphlet concerning "Destructive Insects, Their Natural Enemies, Remedies, and Recommendations." Copies can be obtained by addressing B. M. Lelong, Secretary of the State Board of Horticulture, 220 Sutter street, San Francisco.

SAN DIEGO COUNTY now has one hundred and thirty-four districts outside the City of San Diego, and the increase in population in undeveloped portions of the county will necessitate the organization of at least fifteen more. County Superintendent Wagner has organized Local Institutes, and ten have been successfully held, the teachers showing great interest in them.

AT the Eighth Annual Commencement exercises of the Hahne-mann Hospital College, San Francisco, diplomas were delivered to the following graduates: Harvey Saburo Hayashi, Huldah Spencer, Jane Mason Bowen, Herbert Nevins, Ella Gertrude Pease, Mary Hathe Telson, Milton Harris Atkins, Clara Hill Case, Rachel Alice Jaffa, Alice Bush and George W. Pleasants.

FROM the report of Principal G. W. Warren we glean the following information regarding the public school of Eureka: One thousand, two hundred and sixty pupils were enrolled, 617 boys and 643 girls. The average daily attendance was 1090.84, fifty-one higher than the average for the previous school year. Twenty-six teachers besides Principal Warren are employed, and their aggregate monthly salary is \$1,945.

THE Teacher's Institute in session December 31st, at Eugene, Or., thus summarizes the objects of these annual gatherings of the teaching profession: "To acquaint teachers with the best and latest methods of instruction; to secure a uniformity of work in methods of organization in school records, in school government, in school recita-

tions; to gain inspiration in teaching; to gain professional information; to learn to avoid 'ruts,' and to correct prevailing faults."

AN insect new to science has been lately discovered by Edward Hyatt, Principal of the public schools in San Jacinto, San Diego county. The insect in question is an *ant*, of shiny, jet-black color, and peculiar, flattened form. It has made a trip to Europe and back, and has been decided by both European and American entomologists to be a new species; its name is *Camponotus Hyatti*. Its formicary was found in the hollow stalk of a yucca, in a deep cañon near the Laguna de San Jacinto.

MRS. MARY W. KINCAID, Principal of the Girls' High School and of the Normal class of San Francisco, has resigned her position, after an honorable service of twenty-five years. For fourteen years she instructed the pupils in the Normal class. During the summer of 1889, while she was away in Europe, she was elected Principal of the Girls' High School, as successor to John Swett. Under her instruction more attention has been paid to the proper development of the mind and the formation of character in the scholar than to the acquirement of

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the rules of text-books. A broadening of thought, an improvement of judgment, a formation of habits of study and reflection, and a symmetry of character—these have been the aims of Mrs. Kincaid in the government of the girls under her charge. That her school under such methods has been progressive, and that she has won the esteem and confidence of educators, and parents are but natural.

ABOUT thirty-five years ago a school Principal in Elbing, Prussia, was pensioned with one-third of his salary, and he still draws that pension. His successor retired on the 1st of October, 1891, also, but according to the present pension law, with three-fourths of his salary. Hence the position costs the Government not only the salary of the present incumbent but also thirteen-twelfths of the salary in form of pensions. In other words, one-twelfth more is paid for pensions than for salary.

PROFESSOR—Remember that eight-tenths of the blood is water, and seven-tenths of the whole body is water; so you can see how necessary liquid is to the body.

De Booze—Is that the reason a fellow feels so "all gone" when he is awful dry and can't get a drink?

AMONG the passengers on a train to Fitchburg was an old lady and her handsome niece, also a young man. The train had passed through three tunnels, when the auntie said:

"My, dear, we are coming to a long tunnel; you had better sit on the inside of the seat."

Handsome niece—No, auntie; just let me stay where I am. One more tunnel and I am engaged."

Sheldon's American History Is the required book for admission to Stanford University.

FRED M. FLING, PROF. OF HISTORY, NEBRASKA STATE UNIVERSITY: "History is something to be *studied*, and in the construction of this book the authors have never lost sight of this fact. May the book meet with the success it deserves."

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GENERAL EDUCATIONAL NOTES.

MILWAUKEE maintains, as a part of its public school system, a cooking school at an expense of \$1,400 a year. Miss Torrey is at its head.

THERE are 12,728,417 pupils enrolled in the public schools of our country, and about 1,500,000 in the private schools and parochial institutions.

DR. SEAVER, the physician and the professor of athletics of Yale college, says that tobacco-using students are inferior to the others in physical ability and mental vigor.

WHEREVER the Germans set foot in Africa they establish schools. In Cameroonland three teachers from Würtemberg; in Zanzibar, two from the Prussian Province Silesia, are teaching the natives. All these schools are public, not mission schools.

MR. GRASBY, an English educator, writing of the schools of this country, says: "I came to the conclusion that there is more system and less education in New York than in any other city in the Union I had visited." Are not the two things often found in this relation?

The census shows the number of persons of school age in Oklahoma territory to be 17,933. The Federal appropriation for school purposes is \$50,000. The scale of wages is based on a term of three and a half months' school, and on the grade of the certificate held by the teacher.

STEPS are being taken towards effecting an increase in the salaries of elementary schoolmasters in Prussia. In almost every

The California League Teachers' Bureau,



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SCHOOL BOARDS: If in need of a teacher of any sort at any time, write us. *We make no charge to employers.*

TEACHERS: If you want a position or promotion, any where or any time, write us. We will represent you efficiently. *OPENINGS now exist, and the busy season is fast approaching.*

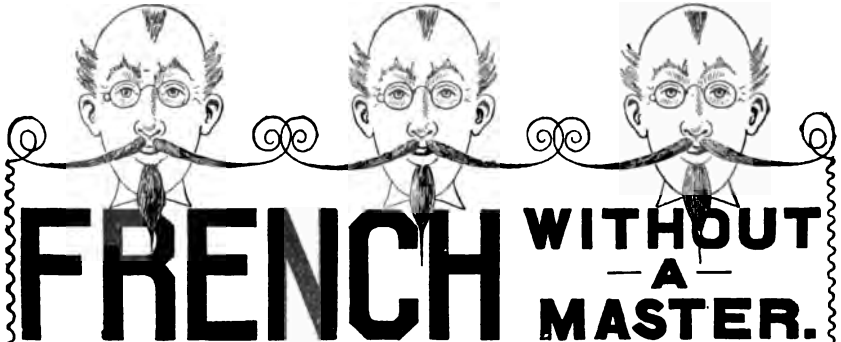
A. MEGAHAN,

468 Tenth Street,

Oakland, Cal.

province conferences have been held by school councils, school inspectors and town burgomasters to consider the question. According to the decree of the Minister of Education, the salaries are to be made up of a fixed salary, increase, and free dwelling or appropriate indemnification. There has been considerable discussion as to what the fixed salary should be with regard to the needs of the household of the schoolmaster, including a young family. The sum in general agreed upon is between \$300 and \$450 a year.

THE commission appointed about three years ago, on the secularization of the French clerical public schools, has published its report. It appears that during the years from 1879 to 1889 there have been secularized 5,063 schools. To compete with these 2,839 private clerical schools have been started. Before the law was enforced there were in the 5,063 congregationalist schools 648,824 pupils, which number, when the law came into force, diminished to 495,963. The newly erected 2,839 private clerical schools received 354,473 pupils, so that the new law has resulted in a diminution of about 100,000 pupils in the clerical schools. During the above ten years the number of pupils in both kinds of schools has increased by thirty-one per cent., chiefly as the result of the introduction of compulsory education, which took place during that period.



The February Number of **Demorest's Family Magazine** will be . . .

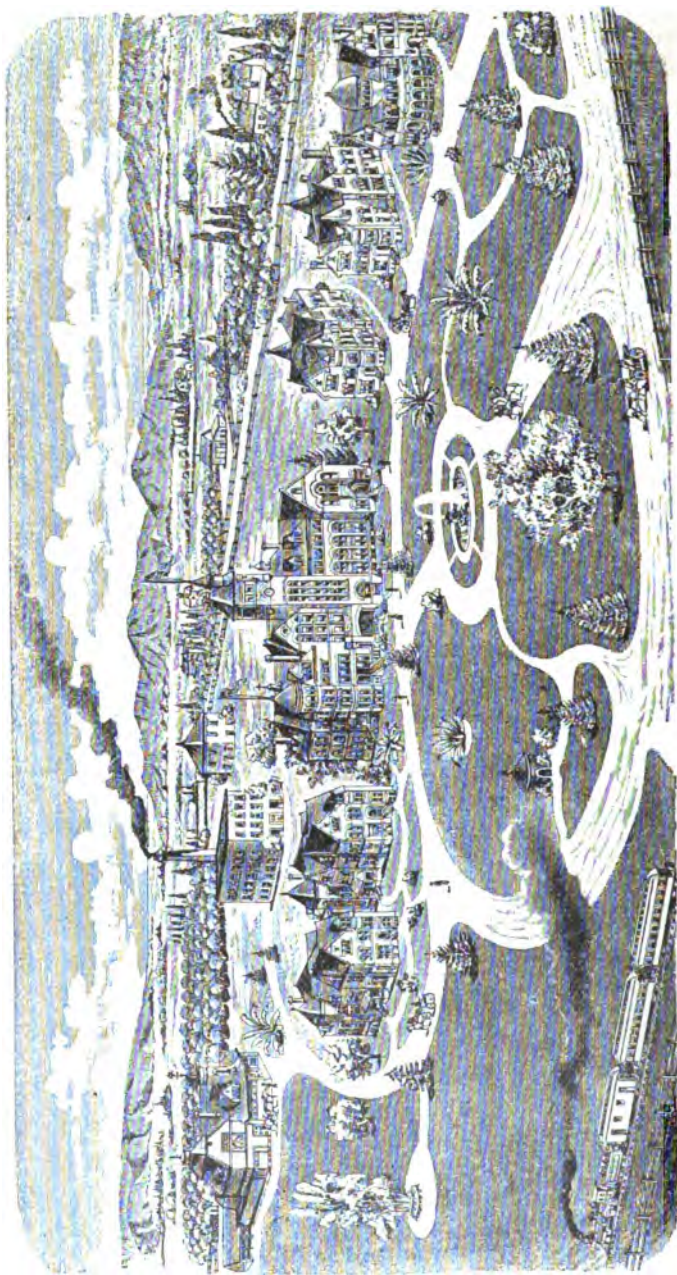
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THE STATE REFORM SCHOOL, WHITTIER, CAL.

W. J. BROWN, PHOTODUPLICATIONS

THE STATE REFORM SCHOOL, WHITTIER, CAL.

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CURRENT EDUCATIONAL THOUGHT.

I THINK there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life profession, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material, raw material. —HENRY WARD BEECHER.

It is impossible for any one to be well educated without the stimulus of rivalry and emulation. Contact is an important part of education, and especially of moral education. It is possible to develop talent in solitude, but not character. The greatest of the German poets, Goethe, said: "Talent grows in solitude, but character is developed in the stream of life." A boy or girl educated under tutors is sure to be a one-sided character, and to have no real knowledge life or of the world. Children of rich parents miss the best part of training and culture. —*Cumberland Presbyterian.*

WE are proud of our educational system, and it is not an unfrequent boast that we are the best educated people in the world. In fact we are one of the worst. It may be true that in the United States there are more native boys of a given age who can read and write than in any other country, and that we have more colleges and universities than any two other countries combined; but the number of persons who are profoundly versed in any branch of learning, or who may be said to be really educated, is probably less than in most European countries. In such a question it is not the extent of the primary or

secondary education that tells, but that of the superior.—PROFESSOR W. J. STILLMAN.

GEOGRAPHY has been styled the peg upon which more things can be hung than on any other in the vestibule to the temple of knowledge. Judged by the teaching of the subject that obtains in too many schools teachers have endeavored to realize this figure by incorporating in the subject an infinite array of unrelated facts. Not a few text books seem to proceed upon this theory. But if Geography is considered in its true light—the study of the earth as the home of man—all this must change. The endless burdensome detail of political geography must dwindle to comparative insignificance as a subject distinct from history or literature, and the great principles of physical geography that determine the character and distribution of plant and animal life, the type and extent of the civilization of the race must be proportionately magnified.—SUPT. C. H. KEYES, Riverside, Cal.

BUSINESS writing is both a science and an art. As a science it deals with the principles that govern beauty and ease of execution. These principles are few in number and easily comprehended. Granting that the forms of letters have been learned, the science resolves itself into a few simple laws that are easily taught and easily learned. Those teachers who have endeavored to make of this subject an elaborate science by separating letters into numerous principles and elements, fixing a standard of slant to which all writers are expected to conform, and giving complex movement exercises for the development of easy execution, only make a student's work difficult and perplexing by surrounding the essentials of a good hand writing with a maze of intricate rules that are positively non-essential and only harmful.—R. L. MEREDITH, Sandusky Bus. College.

THE athleticism of the present age is, in the opinion of the writer, not conducive either to long life or to the enjoyment of good health. The element of keen and exciting competition which enters into all our out-door sports and amusements, the pitting of one player against another, or of team against team, of the members of one educational institution against those of another, giving rise to contests carried on with an eagerness wholly out of proportion to the importance of the event—all tend to produce undue exertion of the muscles and over-strain of the viscera, which are bound sooner or later to bring out bad results. It is clear that nothing could be more opposed to the efficiency of the college training than an habitual substitution for pride

in the intellectual standing and ample equipment of Alma Mater of pride in her muscular supremacy.—PROF. BURT G. WILDER, of Cornell University.

A CONTRIBUTOR to a Boston journal says that the essential element of a good recitation by a child of any age is that he stands firmly on both feet. Such position has its effect by reflex action on the pupil's state and habits of mind. An actor must stand on both feet; the most noted characteristic of such orators as Gladstone and Webster is their two-footed, flat-footed, plantigrade posture in speaking. Standing firmly on both feet without leaning on any support, is the evidence of honesty and independence of character and the means of their cultivation. This attitude, combined with the act of looking directly at the teacher, is a presage of success and integrity through life. It betokens, and mechanically enforced, it cultivates, stability of character. The barn-yard fowl and the pensive stork may, without loss of caste and character, stand on one leg, but not the featherless human biped.

THE thoughtless, the hasty, the ill-tempered parent or teacher, is tempted to make corporal punishment his sole instrument for correcting small faults and grievous mortal offenses, without taking into account differences of temper or disposition, or taking the trouble to estimate the effect which such chastisement will have upon those subjected to it. In defending corporal punishment, I must be understood as defending its use, not its abuse; as approving it when employed after reflection by a judicious parent or instructor, not as practiced under the influence of passion or excitement by an angry guardian or teacher. In examining what light experience can throw on the subject, it may be well to see what influence the two extremes in the method of bringing up children have on their after life, and upon their feelings toward the guardian or teachers by whom they have been educated. The two extremes to which I refer are kindness and severity. Of course, the wisest educator is he who adopts the golden mean, and is so kind as not to destroy a wholesome fear in the child, and so severe as never to diminish its affection. But few people have sufficient wisdom to walk consistently in the golden mean, and consequently, in various degrees we find parents and teachers tending systematically toward one or the other extremes. The question is: "Which extreme does experience show to be the less dangerous? I fear that I must unhesitatingly give the palm to severity. I wish it were not so. I wish I could believe that the contrary was the case; but I must speak as I have found it. —DEAN OF ST. PAUL'S, London, in *North American Review* for December.

GENERAL DEPARTMENT.

A Queer Boy.

He doesn't like study, it "weakens his eyes,"
 But the "right sort" of book will insure a surprise—
 Let it be about Indians, pirates or bears,
 And he's lost for the day to all mundane affairs;
 By sunlight or gaslight his vision is clear—
 Now, isn't that queer?"

At thought of an errand, he's "tired as a hound,"
 Very weary of life and of "tramping around,"
 But if there's a band or a circus in sight,
 He will follow it gladly from morning till night.
 The showman will capture him some day, I fear—
 For he's so queer.

If there's work in the garden, his head "aches to split,"
 And his back is so lame that he "can't dig a bit,"
 But mention baseball, and he's cured very soon,
 And he'll dig for a woodchuck the whole afternoon.
 Do you think he "plays 'possum?" He seems quite sincere—
 But, isn't he queer?

The Whittier School.

(Read before the State Teachers' Association, Riverside, Cal.)

BY WALTER LINDLEY, M. D., SUPERINTENDENT.

Every teacher has a pupil during each year who, through lack of proper home government or lack of any place worthy of the name of home, is a menace to the well-being and good conduct of the other pupils. Such a boy is most frequently not naturally any worse or any duller than the average boy, but the few hours' work done in the schoolroom is not supplemented by a proper discipline outside of the school. In fact, this is the problem given: A boy with twenty-five hours per week good influences in school and 143 hours a week demoralizing influences outside the school. What will be the result? Answer: A bad boy. Then the question arises: What is to be done with this boy? Expel him from the school. Yes; but what next?

The answer California has heretofore given has been : The street, the brothel, the gutter, the penitentiary. Take the boy and man with this record from twelve to fifty years of age and look at the awful picture.

Every teacher has wished there was a school for those boys who could not be controlled for the right in the public school. That is what California has undertaken to do in the State school at Whittier. There the boy is under the control and discipline, and in the society of and under the influence of the teacher 168 hours in the week and fifty-two weeks in the year. No time is allowed for falling.

Suppose you could direct the boys' habits as to washing, bathing, clothing, playing, sleeping, eating and studying. You readily see it would give you an advantage with a bad boy that you cannot possibly have in a day school. That is what the State is doing at Whittier.

This State school opened the 1st of last July. There have been sent to it the most prominent cases of incorrigibility from San Francisco, Los Angeles, Stockton, Oakland, San Bernardino, San Diego, Santa Ana, Redding, Marysville, Oroville, San Luis Obispo, Santa Barbara, Pasadena, Ventura and Fresno.

Many people who thought the plan of this State school impracticable, said : "Just wait until you get those terrible characters from the San Francisco Industrial School, and then you will find that you will be obliged to arm your officers, and bar your windows and wall in your grounds." I must acknowledge my mind was uneasy about these boys, so I visited that school and looked into those boys' faces, and through their eyes into their hearts, and I saw that after all the hard things that had been said about them, they were simply boys—boys with big hearts and bad training, boys who had been educated in sin, boys who only needed a kind word spoken and a friendly hand laid gently on their shoulder to cause them to burst into tears. "Send those boys to Whittier," was the request I made. The Industrial school was closed, the boys were several weeks ago sent to Whittier, and they have done better than I had hoped for. Almost without exception they are smart, and what is needed is to imbue them with self-respect, give them a fair education, inculcate habits of industry, and get them to fall in love with cleanliness.

One of these boys was in what is called "the tank" for seven months before he was sent to Whittier. He had attempted to blow up the Industrial school, and is the most hopeless case in the State school. For some weeks I thought it was useless to try to do anything for

him, and I let him go along without any special effort to reach his heart, but lately I have noticed him doing kind acts toward some of the other boys, and when, ten days ago, I reprimanded him for some little occurrence, and, trying to rouse the spark of manhood within him, told him of a letter I had received from his mother, the boy broke down in tears. For those few moments at least the criminal disappeared, and the boy reigned supreme. Is it possible for me to keep so close to that boy for the five years he is to stay in the school that the criminal element within him will be forever subdued? I have hope. It may be that within the next year the demon of his being may assert itself in some terrible act; but I do not expect it, and will report favorably the result.

The antidote for mischief at the State school is occupation. Diversion, not coercion, is our motto.

DAILY OCCUPATION.

There are three grades of schools in the boys' department, and I will give you the daily programme of Grade A as an example. They rise at 6 A. M., do the work in the dormitories, wash and go into breakfast at 6:45. Neat, white tablecloths cover the tables, and ten boys, who are waiters, wear clean, white aprons. The boys are given an abundance of mush and milk and bread, potatoes, meat and gravy. One man came to me and said: "What! Feeding those boys meat twice a day? Why, how expensive it must be! If I were running that school I wouldn't feed them meat at all." How many are there in this audience who do not eat meat? Not one who never eats meat. You are all past eighteen, and through growing; all you need food for is to exist, while these working, playing, drilling studying boys not only need food to maintain existence, but they need food for growth. "Yes, but what is the cost per capita of taking such good care of and educating these children?" asks some one. What is the cost per capita of educating a boy at the State University? No person ever stopped to figure it out.

The wise object of the State is to do everything that will benefit the young men and women who attend that University, and I ask you now and here if you do not believe it is fully as important to spare nothing in the endeavor to train the boys in the State school at Whittier, so that, instead of occupying felons' cells, they will become good, honorable, industrious, patriotic American citizens?

The great State of California has said through its Legislature and through its Superior Judges: "I will take these children from the ter-

rible environments that have dragged them down into misery and sin, and I will be a parent to them," and the State has placed my wife and me in the Whittier School to represent it in a parental nature, and not as keepers, jailors or overseers.

At 7:35 breakfast is over, and the ninety-eight boys are detailed to work in squads of from five to twenty with the carpenter, gardener, blacksmith, engineer and electrician, painter, tailor, housekeeper, farmer and laundryman. The object of the work is not primarily that the boys may help pay their expenses, but that they may develop habits of industry, may become rugged and hardy physically, and may learn to be experts in some of these trades or avocations, so that when they leave this school they will be able to maintain themselves successfully in the great struggle of life. In other words, the State believes work to be one of the most important factors in education and reformation.

At 9:15 the boys belonging to Grade A are called in from work to attend school. They are usually in their studies about two years behind the average public school boy of the same age. They come to us restless under restraint, and it is the object not to retain them in school long enough to tire them, but, rather, to shift the scenery frequently and keep them interested. Consequently, we have only two hours and a half daily in school for each boy. The studies that are particularly required are penmanship, spelling, reading, United States history and arithmetic. Two of the boys who assist in my office are learning stenography, and one has become quite an expert type-writer. I am anxious to add as soon as possible industrial drawing, as I deem it important that the boys learning trades should be able to make draughts or sketches of their work.

At 12 o'clock Grade A leaves the schoolroom and joins the other boys in the dining-room. After lunch there is a half hour's play, and at 1 P. M. the boys are again detailed to work, until 4 P. M., when they come in and prepare for drill, which begins at 4:30 and lasts until 5:15. This military drill is considered a privilege, not a task, and is one of the most important features of the curriculum. It gives the boys a good carriage, expands their lungs, makes them take pride in being neat, and teaches them prompt obedience. Further than that, a thorough military drill prepares these boys for any emergency that may arise, so that, if ever the drum beat of the nation sounds the call "to arms," there will be a large number of young men from all over Cali-

fornia, who have received their training at the Whittier State School, who will offer themselves as defenders of the old flag.

At 5:30 P. M. dinner is served, and then follows an hour of play. At 7 P. M. one company goes to the reading-room and library, where they read, write, talk in subdued tones, play checkers and some other innocent games, and pass the evenings as boys should pass their evenings with their own family, in a comfortable home. The other company at 7 P. M. goes into a schoolroom, sings familiar and often jolly songs, listens to a ten-minute lecture about the moon, the ocean or some other subject, and passes some time in conversation. The object during this hour in the schoolroom is to amuse, entertain, and, incidentally, instruct. At 8:30 the boys retire to their dormitories, where each child has a nice, white counterpaned cot all to himself.

Having followed these boys all day, through eating, working, studying, drilling, playing, singing, you know each one is ready to close his eyes in sound sleep the moment his head touches the pillow. Every Saturday they have a half holiday. In the school are two baseball nines, and they have had matched games with varied results.

THE GIRLS.

There are twenty-six girls. They are in a cottage about two hundred yards from the building the boys occupy. They are never under the same roof with the boys, except at religious services on Sundays, and on some evening now and then at entertainments in the chapel. The outlook for these girls when the school opened was very discouraging, judging from the experience of others, but we have been happily disappointed in our experience thus far.

In judging of the final comparative results of the boys and girls of course we realize that the public will demand a much more radical reformation in the latter than in the former. That is the way of the world. The girls are as a rule bright. They work and study fully as well as the boys, and the important point will be when they are through the school to get them in positions where they will be surrounded by those who will help them, and not be associated with persons who will influence them for wrong.

I realize at this moment that doubtless many of the lady teachers present, coming as you do from every section of California, will be called on to lend a helping hand to girls who will leave the Whittier State School, and I do not believe the call will be in vain.

The history of each boy and girl is very interesting, and always contains reasons for the trouble the child has caused.

Here is one little fellow, whose name has been in the police report of San Francisco time and time again. His father a drunkard, whom the mother has had to support by days' work. As the result the boy ran the streets, was put in the Orphans' Home, Boys' and Girls' Aid Society, and escaped from them both. He has been in the Whittier State School five months, is a trusted officer in one of the companies and can be relied on implicitly.

Here is another bright boy, from Los Angeles; father dead, mother obliged to work from early dawn to late at night to support several little children. The boy, neglected, runs away from public school, and goes from bad to worse. Nobody's fault particularly. He has been in the State school over five months, and is a true, manly fellow. Here is a letter that boy received a few days ago:

LOS ANGELES, Cal., Dec. 4, 1891.

MY DEAR SON: I received your welcome letter. I was glad to have you write to me. I know that you think of me, but you do not think of me as many times as I do of you. I should have been over there, but you know mother has a great deal to do, and as the children are going to school in the morning I have not had time to come, but I will come before long now, and shall bring the colt so you can see it. The boys are all well, they would like to see you, and Addie, she has been to private school all the vacation, and she will pass in another grade to-morrow. Now, son, you must be a good boy, and I think you will learn all you can, and see what a nice man you can make. The neighbors are all here as they were when you went away; there is no change. I shall be glad to hear from you as often as you can write me. Now be good, and here is a kiss from your mother, who loves you with all her heart. She loves to think of the time when you will come home to her and be a blessing to her, and be her noble man, as you can be. Good-bye, darling.

From your loving mother,

MRS. A. C. F.

Do you object to the State taking such boys, and educating and clothing and feeding them decently, and developing them into good citizens?

I could go on giving details that are interesting to me about each one of these children, because almost every case there are reasons that make you wonder that the boy didn't fall lower, and that there is so much left in them all that is lovable and interesting.

There has been much criticism over the fact that there are no walls around the Whittier school. Prominent men predicted that within six months the necessity of the walls would be proven. It may be true that now and then a boy will leave the Whittier school the same as boys leave all kinds of schools and every variety of homes, but shall

we, to retain that occasional boy, make prisoners of hundreds of boys? Our six months' history in regard to runaways is as follows: Sixteen days after the school opened two girls ran away one evening and were brought back next day. Four and one-half months after the opening of the school, two boys who were hauling gravel one mile from the school left their work and were found in the cañon, one-half mile away, two hours later. Five and one-half months after the school opened two boys from San Bernardino, who had only been with us three or four days, ran away and were caught forty-eight hours later. All of the six boys and girls who have given us trouble had only been with us a few days, not long enough to feel the influence of, or get in harmony with, their surroundings.

It is said that in the palmy days of Sparta, Lycurgus had a royal visitor who expressed great surprise at the absence of walls around the city. Lycurgus ordered out the army, and pointing to his brave soldiers, said to his guest: "Here are Sparta's walls." Similarly the State of California says to visitors who expect to find walls around the Whittier school: "The boys of the school form the walls of the school."

We tell you that these boys who are with us are just as intelligent; we tell you that these boys who are with us are naturally just as studious; we tell you that these boys who are with us are just as responsive to kind words and actions, and we tell you that these boys who are with us to-day are just as capable of becoming good citizens as the average boy in the public school; and we ask your personal influence in their behalf.

There was an old doctor who had on the shelves in his office one bottle labeled "Typhoid fever," another labeled "Lung fever" and another marked "fits." The doses were also plainly marked on each bottle. Whenever he had a case of fits the medicine out of the properly labeled bottle was given in the regulation dose every time. He had not learned that it was more important in order to prescribe properly to know the patient, his individual peculiarities, his physical ancestry than it was to know the name of the disease he was suffering from. The modern, progressive physician finds that each case of typhoid fever needs a course of treatment differing from all other cases. Thus it is in our school. There are 125 children in the school and each one must have punishment suited to his temperament, to his past opportunities, and to the influence of heredity.

One boy is learning to be an electrician and engineer, and is deeply in love with his work. His punishment for a certain offence might

be to put him at work for a week with pick and shovel. Another boy is a great eater, and his punishment might be a limited diet, while a few words to another boy would have a still greater affect. The punishment, then, is determined entirely after studying the boy to be punished.

In the United States, Church and State are entirely separate. The State desires every person to be protected in his religious belief; consequently I realize that as a servant of the State I am employed to make good average citizens of these boys, and not to make Catholics, Protestants or Jews of them; but, on the other hand, a good Catholic, Protestant or Jew is a good citizen. There are in the school three children of Jewish families and about sixty of Catholic and sixty of Protestant families. Sunday morning all the Protestant children go to a Protestant church to Sunday school up in the village of Whittier, and the Catholics are making arrangements to build a church in the town, and I shall send the Catholic children to that church for their religious instruction. Sending the children to church away from the school is a great assistance apart from the advantages of religious instruction. It keeps them in touch and sympathy with the better class of people in the outside world; it makes them feel that they are being treated as other children, and they realize that they are not branded, isolated outcasts of society. Every Sunday afternoon we have a brief service in the chapel. The service consists of songs by the school and a twenty minute non-sectarian address by some clergyman.

One Sunday recently it was a Methodist clergyman whose subject was "Go to the ant thou sluggard" and he gave about half his time to the natural history of ants and half the time to drawing a suitable moral. The following Sunday it was a Catholic priest, who took for his subject, "The tug of war." "The tug of war is of two kinds; what are they?" he said. One little voice on the front seat piped out: "The tug of war game and the tug of war for life." This apt reply started the reverend father on what proved to be a very interesting discourse. The next Sunday a Quaker elder from the church in Whittier, was the preacher.

On Sunday from 7:30 to 9 a.m., and from 1 to 2 p. m. the boys are allowed to play outdoors. My theory is that healthy boys need active exercise every day, and if they do not have it mischief will be the result. At 4 p. m. Sunday all boys must go to the school rooms, and each must write a letter. If a boy has no person with whom he can correspond he writes to me. Every week a number of letters are ad-

dressed to me by friendless, fatherless, motherless boys. I examine all letters that are written and on a scratch tablet I make a memorandum of the names and the words mis-spelled, or other errors in each letter, but for fear of discouraging the boy never point out more than two or three mistakes for one child. With these memoranda in my hand I go before the school during the week and write the mis-spelled word on the blackboard and have the boy who made the mistake come before the school and write it correctly.

Now, fellow teachers, I have attempted to give you an idea of the puzzling, exacting, trying, absorbing, interesting and fascinating work that has so recently been begun by the State of California.

This State in establishing this school, acknowledges no model, but is deavoring to so interweave original Pacific coast ideas with the best suggestions culled from eastern institutions that, within the first decade of its existence, the Whittier state school may itself be the model; and, I earnestly ask your hearty coöperation in accomplishing this result.

Reading and Elementary Literature.

[Given before a Teachers' Institute with a class of children in the Fourth Reader.]

C. H. MCGREW, M. PH.

How many of the class have read "The Barefoot Boy"? Very well; and how many of you found it interesting? And why was it interesting to you, Charlie? "Because I have lived in the country and used to go barefoot myself." Mary: "Because the piece says so much about things we have all seen." Very well. Charlie, you and Mary may each copy the picture of the Barefoot Boy on the board from your books. The rest of the class may read silently the first stanza.

Now, let us analyze its thought. George, who is the "little man"? Yes; why does the poet call the barefoot boy a "little man"? "Because he will soon be a man." Helen: "Because he acts like a man." Very good. Emma, what is meant by the "cheek of tan"? Yes, it is "made brown in the sun." James, what does the poet mean by the "sunshine on thy face"? You think he means "the sunlight"? Helen: "I think he means smiles." Nellie: "I think he means to look glad and happy." Fred, explain what is meant by "thy torn brim's jaunty grace." Yes, "his hat brim was torn," but what is meant by "jaunty grace"? "His hat was ragged." Yes, you said so before; but what is meant by "grace"? "To be good." Sometimes. Nellie: "I think it means to be natural and easy." Now, what is meant by "jaunty"?

Emma: "I think it means rude." George: "I think it means ragged." James, you may look it up in the dictionary. Nellie: "I think it means flapping up and down." Yes, that is pretty near it. James may read the meaning. "Airy, showy, fluttering." Yes, it means flapping, fluttering, familiar. And "thy torn brim's jaunty grace" means the free, easy and fluttering manner of his hat. Helen, what is meant by "I was once a barefoot boy"? "Whittier was once a barefoot boy." What is Whittier now? "An old man." Yes; how long ago was he a barefoot boy? James, do you know of any one else who was a barefoot boy at the same time? Yes, "Lincoln." Fred: "I think Charles Sumner was." Emma: "The poet, Holmes." George, does the poet express any love and sympathy for the barefoot boy? Yes, he says "from my heart I give thee joy."

Now you may all read silently the second stanza. Charlie, what does the poet mean by "laughing day"? "Bright, sunshiny day." Helen: "Cheerful day." Mary, what is meant by "health that mocks the doctors' rules"? "I think it means to make fun of the doctors' rules." Why? "Because the boy is not sick." Has the barefoot boy any need of the doctors' medicine and rules? "No, he has too good health." James, what does the simple life of the barefoot boy teach us? Yes, "how to be strong and healthy." Helen, what does the barefoot boy learn of the bee? Yes, "where and how it gathers honey." Nellie, what about the flowers and birds? "He learns where they grow and live." How does the tortoise bear his shell? "It bears it on its back and it has one on its under side." Yes, and it has one on its belly, too. Fred, tell us how the woodchuck digs his cell. "He digs it with his bill." Are you quite sure? "Yes, I saw him in the tree." Yes, but that is not a woodchuck; it is a woodpecker you saw. Mary: "He digs it in the ground with his claws." Yes; by what other name is this animal called? "It is called the ground hog."

To-morrow each of you may bring me the story of the first two stanzas of "The Barefoot Boy," and for our lesson we will practice reading the poem aloud in the class.—*School Journal*.

Apportionment of State School Fund.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }
SACRAMENTO, January 8, 1892. }

In accordance with the statement of the Controller, I have this day apportioned the State school moneys to the several counties, as follows:

Total number of census children between five and seventeen years of age entitled to receive school money, 285,775; amount per child, \$6 39; amount apportioned, \$1,826,102 25.

COUNTIES.	Total Number of Census Children.	Amount Apportioned.
Alameda	24,112	\$154,075 68
Alpine.....	96	613 44
Amador.....	2,787	17,808 93
Butte.....	4,246	27,131 94
Calaveras.....	2,339	14,946 21
Colusa.....	1,994	12,741 66
Contra Costa.....	3,501	22,371 39
Del Norte.....	516	3,297 24
El Dorado.....	2,059	13,157 01
Fresno.....	7,662	48,960 18
Glenn.....	1,519	9,706 41
Humboldt.....	5,904	37,726 56
Inyo.....	655	4,185 45
Kern.....	2,094	13,380 66
Lake.....	1,775	11,342 25
Lassen.....	1,040	6,645 60
Los Angeles.....	24,024	153,513 36
Marin.....	2,429	15,521 31
Mariposa.....	1,017	6,498 63
Mendocino.....	4,488	28,678 32
Merced.....	1,690	10,799 10
Modoc.....	1,337	8,543 43
Mono.....	297	1,897 83
Monterey.....	4,754	30,378 06
Napa.....	3,620	23,131 80
Nevada.....	4,333	27,687 87
Orange.....	4,118	26,314 02
Placer.....	3,007	19,214 73
Plumas.....	938	5,993 82
Sacramento.....	7,869	50,282 91
San Benito.....	1,954	12,486 06
San Bernardino.....	7,191	45,950 49
San Diego.....	8,642	55,222 38
San Francisco.....	62,456	399,093 84
San Joaquin.....	6,479	41,400 81
San Luis Obispo.....	4,813	30,755 07
San Mateo.....	2,593	16,569 27
Santa Barbara.....	4,285	27,381 15
Santa Clara.....	12,600	80,514 00
Santa Cruz.....	4,994	31,911 66
Shasta.....	3,290	21,023 10
Sierra.....	1,001	6,396 39
Siskiyou.....	2 759	17,630 01
Solano.....	4,553	29,093 67
Sonoma.....	8,377	53,529 03
Stanislaus.....	2,349	15,010 11
Sutter.....	1,282	8,191 98
Tehama.....	2,546	16,268 94
Trinity.....	750	4,792 50
Tulare.....	6,768	43,247 52
Tuolumne.....	1,508	9,636 12
Ventura.....	2,876	18,377 64
Yolo.....	3,418	21,841 02
Yuba.....	2,071	13,233 69
Totals.....	285,775	\$1,826,102 25

J. W. ANDERSON, Supt. of Public Instruction.

Something for Farmers to Read.

BY PRESIDENT JORDAN, OF THE LELAND STANFORD JR. UNIVERSITY.

In a recent article in the *Forum*, referring to agricultural depression, President Jordan says :

"If a man devotes to lunatic politics a valuable day in harvest-time; if he stands all day in a village square spell-bound by a tramp with an accordion; or lounges in a saloon chopping verbal straw and calling it 'politics;' if he never reads a book above an almanac, or thinks a thought above the saloon, should he be surprised if the demagogues and long-bearded cranks he sends to the Legislature or Congress do not afford him any relief? There are farmers *and* farmers. The busy farmer is like a good general; he knows the value of time too well to waste it. The busy farmer makes butter that always finds a market; his oats are clean; the horses he breeds are always in demand. This kind of a farmer is always up with the sun; he does not neglect his clover crop in the morning, because he knows he must look to his apples and potatoes in the afternoon, and his corn must be husked at night. This kind of a farmer is found on many a farm from New England to Puget Sound to-day, and, busy as he is, he finds time to read books of solid sense and sound information; he earns leisure for the enjoyment of travel; he educates his family; he keeps intelligent watch on all the affairs of the day. He is able to do this because he is a doer, doing when his shiftless neighbors are loafing, or dreaming, or drinking, or cheering sentimental visionaries or artful demagogues, instead of hooting folly into flight and shooting it as it flies.

"The busy farmer has no time to stand around a railroad station in the middle of the afternoon to see the train go by; he is not handicapped with whisky or poker; he goes to town only when he has business to call him to town, and when in town he does not listen for an hour to the strident voice of a street fakir, or half an hour on the corner, elevating his ears into a state of rigid, chronic attention to the notes of a wandering street minstrel. The busy farmer does not leave his mowing-machine unsheltered; he does not let his meadows grow up to white weeds and thistles; he does not lose one-sixth of his income by wasting one-sixth of his time in spending his Saturdays loitering about the village streets. The busy farmer knows that his mowing-machine, his thresher, and all his labor-saving contrivances

must be protected from the weather, and he knows, too, that labor-saving machinery is a costly luxury if the time saved by its use is lost in idleness or dissipation.

"The busy, intelligent farmer does not pick his own pocket by voting for bad roads, cheap money, starved and, therefore stunted public schools."

San Francisco High School Girls Who Can Spell.

Professor J. N. Flint, a Nevada educator, recently made a tour of inspection among the public schools of San Francisco. He seems to have been favorably impressed with the quality and thoroughness of the instruction imparted, the discipline, and the devotion of the teachers. During a visit to the Girls' High School he took occasion to test Mrs. Hoffman's class of the Junior Department in orthography. The following list of words was dictated:

Supersede,	Accordion,
Rarefy,	Fort Sumter,
Driest,	Dumfounded,
Britannia,	Camellia,
Oculist,	Deleble,
Faneuil Hall,	Tuileries,
Chilblain,	Ecstasy,
Bilious,	Kidnaped,
Silesia (dress lining,)	Mamma,
Beans' (poss.plural,)	Primer,
Musselmans (pl.,)	Animalcules (pl.),
Vacillating,	Vesicate,
	Vaquero.

It will be conceded that the list is not an easy one, yet Miss Rebecca Dusenbury spelled twenty-two out of twenty-five correctly. It may be noted that nine out of ten spell "supersede," with a "c."

A Kindergarten Series.

"Now, children," after reading the old story of Washington and his hatchet, "write me all you can remember of that pretty story I have just read to you."

THE RESULT.

Slate I. (Teddy, 8 years old)—Georg Washinton is our father did he tell a lie no he never did he did it with his hachit.

Slate II. (Ethel, 7)—georg washinton was the father of is contre hes father sed did you do it he sed i wud not lie i did it with mi Hath-it and then he busted is tears.

Slate III. (Georgie, 9)—Géorge Washington is the father of our country and he did it with his hatchit and he said father I did it did the boy deny it o no did he try to put it on some other fellar No He did not tell no ñe he bust into tears.—*Life*.

THE SERIOUS WEAKNESS resulting from the trivial language lessons in the schools, begins to be painfully apparent. Teachers do not know what is correct usage in English. They cannot use the pronouns correctly, or the irregular verbs, or escape gross errors in construction; and this because they have no critical instrument by which to test and judge of expressions. This is the legitimate result of the foolish crusade against technical grammar. We must cease to listen to cranks, and restore grammar to its proper place in the schools, if we do not wish to be tried and mortified constantly by gross errors of speech on the part of both teachers and pupils. Technical grammar is a critical instrument to aid one in determining what is correct in expression and in interpreting the language of others. It is further of great value as a drill in analytical thinking. Grammar—vigorous, critical, practical grammatical work is greatly needed.—PROF. J. W. STEARNS, Wisconsin University.

The New Golden Rule.

When you've got a thing to say,
 Say it! Don't take half a day.
 When your tale's got little in it—
 Crowd the whole thing in a minute!
 Life is short—a fleeting vapor—
 Don't you fill the whole blamed paper
 With a tale which, at a pinch,
 Could be cornered in an inch!
 Boil her down until she simmers,
 Polish her until she glimmers;
 When you've got a thing to say,
 Say it! Don't take half a day?

—*Atlanta Constitution*.

METHODS AND AIDS.

Spelling in the Three Lower Grades.

BY MAMIE BASS, PLEASANTON, CAL.

PART II.

What a child would not know or be able to understand to-day, to-morrow his growing mind may grasp without any special study. Just so, children will be fitted by nature to learn readily to-morrow what would take much time and effort to impart to-day. We have all learned the maxim: "Never put off till to-morrow what can be done to-day;" but do you think it advisable to spend two hours to-day learning to spell what could be mastered in one hour to-morrow, unless these words are needed in to-day's exercises? I cannot conceive the wisdom of this. It seems as if we were robbing the child of his time and strength. That hour was worth something to him. Better, far better, fill the time with the recital of some interesting story, inculcating some good moral, than to labor to fix in his mind facts the meaning of which his mind is not capable of grasping. Why not teach simpler facts, simpler words, till his growing faculties will grasp for higher truths, deeper thoughts, more difficult tasks? Why not follow Nature's teachings, and prepare the soil for the planting, and advance step by step, patiently awaiting the hour of harvest?

To return to the spelling book. We find the following sentences appearing with blanks to be filled in by words from the columns at the top of the page. I will underline the words supposed thus to be inserted. "What is the earth's *axis*?" "You must make your wishes *bend* to duty;" "Strive by *proper conduct* to win your own approval;" "Truth *crushed* to earth will rise again;" "The skies yet *blushing* with departing light." What child of nine, of ordinary intellect, could be made to comprehend these sentences? Even admitting that they can be explained, are there not many other and more important subjects that can be taught with less labor for the teacher and far greater profit for the child? Better that he should be able to copy correctly or to write a simple sentence intelligently: "The horse is black;" "The fox is a sly animal;" "The door is open;" "My desk is made of oak;" "The stove stands in the southwestern corner of the room;"

than to waste his time penning such sentences as "Modern progress has been very rapid," or "Pythias was a hostage for Damon," sentences that actually are set down for nine-year-old boys and girls to copy, in the face of the principles given us by eminent educators like Colonel Parker and others never to permit work to be copied if not understood. Surely the compilers of the spelling book had an exalted opinion of the capabilities of the rising generation or our Board of Education failed to appreciate the situation.

Some one may infer that I do not wish to enlarge a child's vocabulary. If any have gained this impression, I wish at once to correct it. I believe in adding each day to his stock of words, but not with words that he will not be called upon to use for years to come. Neither in conversation or school work will any child of nine be led to speak or write of "hostile Indians," "infant blossoms," "modern progress," or "blushing skies," and why bother his small brain with such a conglomeration of advanced ideas and thoughts? The new county course of study gives teachers the privilege of omitting from their third grade work words that the pupils cannot *readily* understand. As a teacher of this grade, I am sure I feel grateful to the Board for thus raising a tremendous burden from my shoulders, and I doubt not all teachers of the third grade feel equally grateful, but if we were to exercise this privilege as far as our judgments dictate, I fear the actual work left would not necessitate the purchase of a book by the pupil.

Are we, then, to have no spelling book? If all teachers were perfectly impartial as to the studies taught, if there were no such things as "hobbies," or studies that teachers "just hate," to use their own words, then I would advocate strongly "no spelling book," but, instead, spelling lessons made up from other lessons, as before explained. However, we teachers are only mortal, and liable to weaknesses with the rest of mankind, notwithstanding some people seem to believe the contrary, and if a prescribed course of study were not laid down for us, and text-books prepared, with a certain amount of work laid out for each year, I think a great many children would be objects of real pity, they would be so one-sided in their growth, particularly in ungraded schools, where often one teacher has their entire training for years. Now that we must have a book, let one be made that will be better adapted to the capacity and understanding of the ordinary child, and I am sure no teacher will be sorry to see it adopted.

"The liking or disliking of a study depends upon the way it is taught," therefore, make the recitations pleasant as possible and as

varied. Use spelling as a recreation. In country schools where children take such long walks, and spend the time in real work in the open air that their city or town cousins pass in crowded streets, close yard and houses, much physical exercise is not needed and instead occasionally allow the children to stand and spell in concert or singly. Concert work serves for variety and acts as a stimulant, but it must be kept in mind that "That which may serve as a *stimulant* must not be relied on for nutrition."

"The foundation of spelling should be the reception in the brain of *forms*, not sounds." Phonic spelling should have no part in the spelling lesson. It has its place in the study and development of new words in reading, but will serve only to create an uncertainty in the mind of the child. The eye can be trained to distinguish the correct appearance of a word. A mis-spelled word forms a defective picture on the brain, therefore never have a word written incorrectly if you can possibly avoid it.

Oral work of any description will aid foreigners to acquire the use of our language, thus in schools largely made up of this foreign element, oral spelling should be made much of as it presents the most favorable opportunity for perfect enunciation.

In no way can the work be varied more pleasingly than by spelling matches. It is wonderful how the very word will enthuse them! It acts like an electric shock. Tired little eyes will brighten, languid little bodies straighten up, and every nerve be on the alert to catch the word, and if spelled correctly what a happy look it leaves on the face of the little victor. It is astonishing how little it takes to make a child happy! Teachers do your whole duty by the child entrusted to your care so many hours each day,—not only store his mind with useful information, but fill his heart with happy thoughts that will find expression in a beaming, cheerful face.

We are too likely to look for immediate results and to grow discouraged if no improvement is seen at once. Let me call to your mind the encouraging words of the poet, who in speaking of "Progress" says:

Every wise observer knows,
Every watchful gazer sees.
Nothing grand or beautiful grows,
Save by gradual, slow degrees.
Ye who toil with a purpose high,
And fondly the proud result await,

Murmur not, as the hours go by,
That the season is long, the harvest is late.

Remember that brotherhood strong and true,
Builders and artists, and bards sublime,
Who lived in the past, and worked like you,—
Worked and waited a wearisome time.
Dark and cheerless and long their night,
Yet they patiently toiled at the task begun;
Till, lo! through the clouds broke that morning light
Which shines on the soul when success is won.

Natural Curiosities in the Schoolroom.

GRACE BOWEN, SACRAMENTO.

Under the head of Natural Curiosities I have included specimens from the animal, vegetable and mineral kingdoms. This has been my first year of experimenting, and I will give a few of the results.

During the summer vacation I spent some very happy hours gathering shells and sea curiosities. I took them to my schoolroom, thinking that if my pupils enjoyed looking at them half as much as I did the collecting, my reward would be sufficient. The result was most satisfactory. Although my cabinet contains only some of the shells and sea animals found on the Pacific Coast, together with some dozen specimens of minerals, it has furnished subject matter for many delightful talks and compositions.

My own knowledge of Nature's treasures being very scant, I was obliged to get what information I could from those who had had some experience in the work of a naturalist.

I do not remember when a child of ever seeing anything in the schoolroom calculated to attract the young save the inevitable and oft-times uninteresting books and maps; had there been something from the storehouse of Nature, I am sure I should have found school more interesting.

In many ways a natural curiosity may be treated so that it cannot fail to be instructive to the little folks. Take the star-star-fish, for instance. When I had explained all I knew about it—the peculiar way it has of taking in and assimilating its food, its wonderful power of clinging to the rocks, its five rays, nature's favorite

number—I let the pupils draw a blackboard picture of it. They were highly elated, and their efforts to draw a correct five-pointed figure were quite amusing.

The sea urchin was next made the subject for a Friday afternoon composition, and the following paper will show what one little girl has to say about that kind of a curiosity:

The sea egg is shaped somewhat like an egg, and inside of it is all yellow, and a tooth is in the middle of it. The size of it is as small as a marble up to a little plate. When you first find them, they are of a bright red color, with spines all over them which they crawl on. The spines also make good slate pencils.

The sea egg feeds upon the sea animals or insects. They take the shell and put it up to their mouth and eat the flesh out of it. You find them among the large rocks in the deep water. If you will drop them they will try to get away, and you will have a hard time getting them again. They can run as fast as a turtle, and grow about as fast as a small chicken, which grows very fast. The animal is cleaned by putting it into a kettle of hot water, and then you pick the spines off it like you do a chicken. I think they are a very funny little animal.

On a certain Monday I told the little folks they were to be prepared to write about shells on Wednesday. Accordingly, their spare moments were spent examining our specimens, and asking questions about them. Each child had a little slip of paper, on which were put down all new words discovered. When composition day came I noticed these slips were referred to, instead of asking me the words, and that there were very few mis-spelled words. I have copied the account a little eight-year-old gave of shells:

There are fresh water shells, and salt water shells. The owl-limpets have pictures of owls in them. The rice shells are pure white and the barley shells are brown, striped and speckled. The shapes of the owl limpets are kind of long and round, and the barley shells are little round shells like rocks.

There are owl limpets and many other kind of limpets. There are in all thirteen kinds of limpets.

The abalone shells are pretty inside. When they are polished on the outside they are very pretty. Sea cradles are green inside and sometimes they are white on the outside, and other times they are brown.

The way to get the abalone shells is to go out early in the morning before the water comes up, and you have to take a knife and pry them off. The abalone shell keeps the little animal from getting wet. It has little holes on one side, those little holes are air holes.

I think the abalone shells are pretty when they are polished. The owl limpets make good sugar spoons when they are polished.

By these exercises they learn new words, something about form and color, the peculiar construction of earth's lowly and creeping inhabitants, and how the wants of even the most insignificant creatures

are amply provided for. In fact so much interest is taken in these object lessons, that the most thrilling game of ball fails to occupy all recess time.

A few days ago I received a package of eastern maple leaves ; I asked the class how many would like to see something from Indiana. All hands were raised, and after showing them the richly-colored leaves, I had one little fellow go to the map and point out Indiana. Some moss from Louisiana was treated in the same manner, and I am confident that geographical names learned in that way will never be forgotten.

They read something about Scotch heather, and then I pointed out Scotland and showed the pupils a bit of the heather, at the same time relating some pleasing incident, so that they have in their minds more than the idea of a map. I find this paragraph in the new manual. "The ability to think clearly, and to express one's thoughts elegantly and perspicuously in one's own spoken or written words is a great acquisition," and for that purpose I think nothing is better than a few natural curiosities in the schoolroom. Young folks are always eager for such things, and a little encouragement from the teachers will lead their active and inquisitive minds in a direction that cannot fail to be beneficial.

A word or two about making a cabinet might not be out of place. I told the scholars I wanted their assistance in getting a collection ; they were only too eager to help. The next morning several good specimens of minerals were added to our store ; some fresh-water clam shells and the promise of a turtle in the near future. A few weeks afterward a horned toad was found by the boys, and it is now comfortably housed in a bottle of alcohol.

I save all the small, wide-mouthed bottles I can get ; in the tiniest of them I put the delicate shells and pebbles ; the larger ones are used for preserving insects, etc. These can be arranged on shelves or put into a kind of cabinet, which any schoolboy can construct. If a teacher has unruly pupils, I would advise getting them interested in making a collection of curios and a cabinet to put them in ; I think the mischief will be forgotten.

Not many months ago I saw a splendid collection of shells, minerals and woods, made in less than ten years entirely by one woman. There was little outlay of money, for by exchanging those curios common to the surrounding country for others at a distance, each party paying postage, she was enabled to procure a rare collection. There

are catalogues published for those wishing to make such exchanges, and we all have friends or relatives in different parts of the world, who would be glad to send us something in return for California wild flowers, woods or minerals.

In connection with other things, a book of pressed flowers would be worth the making, provided the pupils lent their assistance. Simple lessons in botany could be given, which would always be remembered with pleasure, for, as the poet says:

Your voiceless lips, O flowers, are silent preachers,
Each cup a pulpit and each leaf a book.

I do not think with Squeers that for every word a child learns he should have a practical illustration of it, but sometimes, for a change, let us teach something that is not confined within the two covers of a book.

I find that the last half hour seems longest to the children; they look anxiously for the clock hands to point to four, and if I have something new to show them the time slips by unnoticed, and they linger a few moments after the usual time to ask some question.

Since it is impossible in many places to adorn the school grounds with trees and flowers, let us make up for that deficiency by getting together in-doors as many quaint and beautiful things as possible, and fill our schoolroom with

Those ancient teachers, never dumb,
Of Nature's unhoused lyceum.

Writing in Ungraded Schools.

ANNA T. KEHLER, MONTE RIO DISTRICT, PLACER CO.

There are still a few parents living in the remote districts who are old-fashioned enough not to have forgotten that writing used to constitute one of the three "r's". They reckon it an accomplishment and judge of the teacher's acquirements by an inspection of their childrens' copy-books. Their school-days are long past, and as they are unable to cope with the new "methods" they proceed to fix the standard on that which is most apparent to the eye. It is therefore not only the duty of the teacher, but also a matter of policy to pay no little attention to writing.

With what fond pride does the mother display to the eyes of interested friends the neat-looking copy-book of May, who is a skilful

penman; but how quickly she changes to the subject of Arithmetic when George's name is mentioned; for, though, "quick at figures" *his* book is a series of pot-hooks and blots from beginning to end. May "loves" to write and finds opportunities for practice in almost every lesson, and she very successfully imitates some of the older pupils' best efforts at flourishes. Her diagrams are models of neatness, and even the figures in her arithmetic lesson are correctly spaced; though never idle she may often be accused of scribbling. But Georgie—under favorable circumstances he can read his own writing; that is, if he knows what he has written. He wishes he could write as well as May, but never expects to because he has been deceived into the idea that it is a gift with her, when it is only practice. His one grain of comfort is the expression of other careless writers that "our most talented men were scribblers."

Start the children right and give plenty of practice! *practice!!* PRACTICE!!! They will become skilful with the pen in spite of fate.

The writing exercise proper, need consist of but fifteen minutes a day, and should be devoted to breaking up bad habits—stooping over, cramping the hand, distorting the body—and cultivating the perceptive faculties for form, spacing, shading, etc. If the first fifteen minutes after the noon hour be devoted to this exercise, the pupils will all be fresh for the work.

Let every pupil in the room from five to seventeen years or older be included in the exercise, and see that all are supplied with single-ruled legal-cap paper. It is best to give them about a half sheet at a time so that it may be finished before becoming soiled. Provide all with good pens and ink except the very small tots, who may use long lead pencils for the first year. Now stand in front of the class and teach them how to hold the pen.

One showing will not be sufficient; for children are liable to be careless; but watch carefully and correct as often as necessary. Drills are excellent, and the various counting drills in which both teacher and pupils join in writing and counting aloud will be found very beneficial, and may last five or six minutes.

The elements and principles should next be discussed and placed on the board for the children to practice and learn; these will require but a few exercises as they are so simple. For the few remaining minutes place one or two letters on the board to be analyzed and practiced; all of the small one-space letters should come first, changing at every

exercise but frequently reviewed. These exercises should come at least three times a week. Copy-books may be used on Fridays if desirable.

It is surprising to note the rapid improvement in a very short time, but this practice should be continued during the whole term.

Independent Thinking.

BY ROSE L. ELLERBE, LOS ANGELES, CAL.

"Say, teacher," and the stupidest boy in school broke into the middle of a recitation in utter defiance of law and order, but with such utter unconsciousness of the aforesaid law and order that I could not suppress him; indeed, he gave no opportunity for suppression. "I know why there isn't any air out beyond the earth," he announced with the air of a conqueror. "Why?" meekly asked the teacher. "Because God knew if he made air everywhere men would find some way of getting to heaven before they died," and he sank back into his seat with a new expression upon his face. He was conscious, however dimly, of a new power within himself. He could think.

The boy had reached an independent conclusion, based upon such knowledge as he possessed. Was he not, for the moment, as much a scholar and philosopher as any? Had he not reached the goal of all that we call education?

To me, the awakening and the development of this power of independent thought is the most interesting, as it is the most important part of a teacher's work. There is something wonderful in the effect which the exercise of the thinking faculties has upon even the most stupid pupil. Never shall I forget the expression of delight on the face of a dull girl, when after a lesson on food supplies, in which each had been traced back to "Mother Earth," she exclaimed, "Why, now I know what dust to dust means. I never thought it meant anything before."

Facts, figures and theories, all that we teach in our schools, may fade from the pupils' memories, but the thought which he has grasped for himself remains, — a part of him, — and each such thought of his own is a part of the real development of mind and character for which we are striving. But it is so much easier for us as teachers to think for our pupils than to await their slow mind processes, so much easier for

the pupils to commit others' thoughts to memory than to think for themselves, that it requires constant vigilance and self-command on the part of the teacher to keep thought cultivation in the foreground, and insist on independent thinking.

Much that our pupils must know is beyond their comprehension; much must be dependent on memory and practice; but there is room for thought development in every branch of study, as well as in the scientific and conversational lessons which have thoughts, not facts, for their especial object. Let that day be counted as lost, by the teacher, in which the thinking faculty of each pupil has not received an impetus.

Which Voice?

If I to do the thing I should,
The thing I would can leave undone,
I should will soon become I would,
Desire and duty then are one.

What gives to life its pain and jar
Is weakly listening to I would,
Thus wish and duty parted are,
No longer can we hear I should.

—*Janet McLean in New York Journal.*

Good Words for the Journal.

Supt. Morgan, of Tuolumne, writes: "THE EDUCATIONAL JOURNAL, under its wise and able editorship, has greatly improved and is *now* eagerly inquired after by my teachers in case it fails to reach them in the proper time. That you may continue to improve the JOURNAL until it is second to none in the United States is my wish."

Supt. Rogers, of Nevada: "I am greatly pleased with the improvement you have made in the JOURNAL; I always find something of interest in it. May you prosper."

Supt. Linscott, of Santa Cruz: "I congratulate you most heartily on the JOURNAL. It *now* merits the support of the educators of the State."

A. L. Walker, Rohnerville: "I am greatly pleased with our new 'Official Organ.'"

Sacramento Record Union: "THE PACIFIC EDUCATIONAL JOURNAL for December, (P. M. Fisher, San Francisco) is at hand. It is well filled with matter of interest to educators."

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The State Teachers' Association.

RIVERSIDE, DEC. 28-31, 1891.

FIRST DAY.

The twenty-fifth annual session of the California Teachers' Association was called to order in the Loring Opera House at 2 P. M. A large audience had assembled, comprising a goodly number of citizens, added to the many teachers from abroad. There were present on the stage State Superintendent J. W. Anderson; Prof. M. Kellogg, Acting President of the State University; Prof. Ira More, of the State Normal School; Prof. B. Moses, State University; Prof. W. W. Seaman, Superintendent of Schools of Los Angeles County, President of the Association; and Prof. J. P. Greeley, Secretary; later Dr. David S. Jordan, President of the Stanford University, being discovered in the audience, was invited to a seat on the stage.

The following committee on officers and place for next meeting was appointed: Jas. A. Foshay, of Monrovia; Superintendent Kirk, of Fresno; Professor Seymour, of Chico; A. W. Atherton, of San Diego; Supt. Fanny Martin, of Sonoma county; R. F. Pennell, of Marysville; George Merrill, of San Francisco; Ex-Supt. C. T. Meredith, of Ventura; Supt. Friesner, of Los Angeles City.

A Committee of Five to submit amendments to the constitution was constituted as follows: Superintendent Keyes, of Riverside; Supt. McClymonds, of Oakland; Ex-County Superintendent Fisher, of Oakland; Prof. Hutton, of Los Angeles; and Superintendent Monroe, of Pasadena.

After the appointment of committees, President Seaman read an address on "Has the Public School System Kept Pace with the Progress of the Times?"

After briefly sketching the growth of the public school system from New England, he pointed out what in his judgment are weak places, among which he finds (in California) *lack of trained teachers; superficiality among teachers; the present method of granting certificates.*

The remedy for the first he finds forthcoming in the increased number and capacity of the State Normal Schools. In this connection he said:

Encouraging signs are in the horizon, the training schools are being better equipped than heretofore, the attendance on the normal schools more numerous, and the graduates therefrom are taking such rank as instructors as their superior training entitles them to. Public opinion is evidently aroused to the importance of a further development of our normal school system, and to the need also of increasing its efficiency. Reforms in our school law are imperative. Discriminations against rural communities should not be tolerated. No untrained teacher should be assigned to country schools, and no one should be allowed to learn to teach at the expense of the children.

The second weakness, he hoped to see cured by the increasing number of High schools, Academies and Universities. On this he said:

The near future will demand as a *sine qua non* that whoever is to be entrusted with shaping the future citizen must be competent for the great task undertaken. Uplifting forces are now at work raising the standard of requirement for teachers as well in method and adaptability as in scholarship alone. Teaching is yet regarded too much as a steppingstone to other more lucrative or desirable avocations to assure the best results. The State must step in and demand higher qualifications for those entrusted with its educational work and at the same time guarantee a more secure tenure of position and a better salary.

Speaking of the third weakness he used substantially the following language:

The present method of granting certificates to teachers is a weakness in our system. There is a lamentable want of uniformity in this that is fraught with danger in the logical outcome of the entire want of system. We need a central authority to grant certificates which shall not be governed by county lines. A teacher qualified to teach at all should be allowed to teach anywhere in the State. It would be as reasonable to forbid ministers or physicians practicing their callings in other counties as to forbid a teacher qualified in one county from exercising that privilege in an adjoining county. This association should enter its protest against the present methods of granting teachers certificates and endeavor to make itself felt in the direction of a reform in this regard. In Massachusetts this reform has been adopted with great satisfaction to all educational interests.

We are disappointed not to have the address in full, so as to present it to our readers.

Hon. J. W. Anderson State Supt. of schools was next introduced. He spoke without manuscript stating that he was nearly "talked out," having been traveling and speaking with little interruption for several months. During the year he had visited twenty-six institutes and a number of individual schools. He found many pleasing things and some things that should be improved. As an old Californian he re-

called the time when the entire number of teachers in the State did not equal the number sitting before him in the front part of the hall. He commended the University, Normal schools and numerous High schools of the State for their efficiency; he had good words for the improvement in supervision; in school work, since the ratio of lady teachers had so largely increased; for the rank the lady Superintendents of the State occupy; paid a tribute to the excellence of the school buildings in the southern part of the State. He deprecated (1) neglect of school property by those having it in charge; (2) the extension of the courses of study at the expense of thoroughness; (3) too rigid grading of the schools; (4) the incubus of written examinations; (5) imperfection in the school law; (6) the inadequacy of the new High school bill; (7) the periodical examination of teachers; "once examined, always examined," is his motto. His address was listened to with marked attention.

Professor Bernard Moses of the State University followed with a most scholarly paper on the philosophical study of history. He gave an elaborate review of the methods pursued in the study of history in the past and the better methods now in use. He referred to the prejudices of the early church against the study of profane history as likely to lead back to the old forms of pagan worship. He further said:

Coming down to our own day, the last forty years have witnessed a much greater interest in the philosophical study of human history. Full courses are given in all the leading universities in this country, including Harvard, Yale, Cornell, Michigan and California, wherein able instructors teach the great facts and principles of history. History does not consist merely in the recital of exploits of a ruler and the marchings and countermarchings of his armies. It embraces economics and the political relations that exist between different peoples, or between different divisions of the same people. In these latter days the people, rather than the rulers, make history. It is emphatically the age of The People.

The historian of to-day must know of trade, of taxation, of finance, in their complex relations to the people. To be a true historian one must be something of an economist and know something of international law.

In short, history as should now be written must comprehend far more than was thought essential in former times when war was the principal business of mankind. Merely a chronicle of military events can no longer be properly regarded as history. The complex life of a modern State, especially when ruled by the people thereof, must be studied in all its many phases by a competent student before any attempt to write its history can be honestly begun.

At some future time we may give his paper in full.

At the close of Professor Moses' address, Superintendent Keyes, chairman of the local Committee of Arrangements, announced that the

citizens would give the teachers a reception in the evening at Pythian Castle.

It is perhaps needless to say that this reception was a most delightful affair. The opening speech by Superintendent Keyes was happily worded and effectively delivered. Dr. Deere, representing the clergy, followed in an address, which was a model of good taste, playful, yet serious, liberal, but confidently calling attention to the eternal verities. Hon. A. H. Naftzger welcomed the teachers on behalf of the business interests of the valley. He assured them that the doors of the Riverside homes were without locks, and concluded by heartily welcoming the visitors to his orange grove, just one mile from the First National Bank. President Seaman made a neat reply on behalf of the Association, in which he made a striking comparison between the Riverside of to-day and that of twenty years ago, "when that twin mystery of an inscrutable Providence, the jack-rabbit, and his loving enemy, the coyote, held undisputed possession of the arid plain."

A fine collation following the addresses was greatly enjoyed.

During the forenoon Superintendent Keyes and Secretary Greeley were kept busy as beavers registering teachers and assigning them to hotels and private homes.

SECOND DAY.

In the forenoon the Department of Supervision, Vice-President Baldwin in the chair, discussed "Examination and Promotion."

Supt. A. E. Frye opened the discussion. The central thought of his speech is in these lines:

The teacher must study the child and learn the capabilities of his mind to receive instruction of the kind required, and unless this knowledge of the child's mind is acquired by the teacher, such teacher is unfit for the position. Modern educators of the highest type examine along the line of power to do the work. A knowledge of the time when a child reaches the result is better acquired by his immediate teacher than by the County Board or those more remote. The child, too, has its rights in this matter of promotion whenever he has acquired the ability to do work of a higher grade. To learn the weak points as well as the strong of a child's mind is the part of the true teacher.

Supt. Geo. E. Knepper, of Santa Barbara:

True education is the development of power. All teaching of younger pupils should be in concrete forms. Written examination at the end of the term as a condition precedent to promotion is an acknowledged evil.

Prof. Earl Barnes:

Written examinations are a great drawback to University work. The degree hunter is the curse of the University. They do these things better in France.

State Superintendent Anderson:

Written examinations from County Boards cram the children and stuff the teachers. They should be abolished.

Superintendent Monroe:

We have arranged things long enough in the interest of the ill-equipped teacher. Let us begin to work in the interest of the proficient teacher.

Prof. Eli P. Brown:

I have abandoned hope.

Superintendent Keyes:

The only title to promotion is ability to do the work of the next grade. Have followed this rule in spite of County Boards.

Superintendent Molyneaux, of Pomona, defended County Boards against the charge that they took upon themselves this labor for the sake of the per diem.

P. M. Fisher, of the JOURNAL:

County Boards should be fairly treated. The great improvement in the village and country district schools of the State during the last ten years is due almost entirely to the supervision by County Boards. These Boards are not unwilling to permit teachers to promote when they are sure the teacher has the judgment to promote. They ascertain this, just as Superintendents Frye and Keyes do, by frequent conference with teachers and inspection of their work.

Professor Twining, of Chaffee College, sarcastically attacked the arguments of the reformers, taking wide latitude in his remarks.

In the Department of Instruction, Vice-President Lucky presiding, Prof. M. S. Seymour, of the Chico Normal School, treated the subject of Entomology. He said:

Pupils should classify only as far as they have learned. Conclusions must not be arrived at too soon. Comparison is necessary. Teachers should familiarize themselves with the microscope. They should attend a summer school for improvement.

Botany and Zoology was presented in an interesting way by Miss Sarah P. Monks of the State Normal School, Los Angeles:

Get live specimens if possible. Teach drawing at the same time. The tarantula killer, scale bug, garden snail and cray fish furnish good specimens. Use microscope and dissecting knife.

Physics was presented by Professor Slate of the State University. His remarks were specifically on High school work:

There is no use of studying the subject in the lower grades. During the last few years examinations show a greater improvement than ever in this work. Our new text-books have been condensed down till a pupil is confused by the vast number of ideas given out every day. Besides, the amount of space given to different subjects is out of proportion. Physics is the classic among the sciences. We should aim to bring up the historical aspect of the science.

GENERAL SESSION.

"Educational Progress in California," by Martin Kellogg, Acting President of the University of California, who gave many interesting data in the pleasant way characteristic of him:

The first school was taught in 1848, by Thomas Douglass, a Yale graduate; broken up by the gold fever. In 1858 there were 4,000 children in the State, less than half of whom were in school. Difficulties arose by reason of the presence of religious schools, but in 1855 these difficulties were disposed of, and in 1861 a purely American free school system was established.

In 1869 the State University commenced actual work. With fine courtesy he spoke of the Stanford University:

One chief factor in the hope for the near future is the bringing to this State of a new and strong faculty, and the complete establishment, backed by enormous capital, of an educational institution of the highest rank, which shall serve as a center, round which will gather, in connection with the State University, the vast educational interests of this people. This new and powerful factor in the educational forces now pushing us forward cannot be overestimated.

Miss Emily A. Rice of the State Normal School, at Chico, read an earnest paper on the subject of "Toil and Toilers":

Equal pay for equal work. A fair chance for woman to win her way.

"What Can the University Do for the Teacher?" This question was answered by Professor Earl Barnes of Stanford. He has a happy faculty of getting into the thick of the fight without a moment's delay:

The central idea, around which centers all hope of a proper and early elevation of pedagogy to the rank of a profession is the scientific study of the minds of children with the same zeal and persistence that we study chemistry or botany.

REPORT OF COMMITTEE.

Following the address of Professor Barnes, the Committee on Officers and Place of Next Meeting reported as follows:

Next meeting at Fresno. President, H. J. Baldwin, National City; Vice-President, P. M. Fisher, Oakland; Second Vice-President, F. A. Molyneaux, Pomona; Third Vice-President, Bernard Moses, State University; Fourth Vice-President, Melville Dozier, Los Angeles; Secretary, J. P. Greeley, Santa Ana; Treasurer, G. A. Merrill, San Francisco.

A resolution was offered by Mr. Molyneaux declining to take part in the educational exhibit of the Chicago World's Fair, because no separate building for the educational exhibit had been provided. Laid on the table.

In the evening Dr. David S. Jordan spoke to a crowded house on "Agassiz as a Teacher." The speaker probably never had a more ap-

preciative audience. It is not often that an audience listens to a speaker more in love with his subject. The closing sentiment was a climax:

It is not great buildings, extensive grounds, vast libraries and large corps of students that make great schools. Louis Agassiz, sitting in his barn on a desert island, with a piece of chalk in his hand and a blackboard before him, *was a University*.

THIRD DAY.

DEPARTMENT OF SUPERVISION.

CITY SUPERVISION.—The discussion was opened by Superintendent Friesner of Los Angeles. The speaker drew a list of qualifications expected of a City Superintendent that would compare most favorably with the oft-quoted requirements for a country editor:

He must be a great scholar, good platform speaker, an authority on books, real estate and babies.

Professor Barnes:

He should be a specialist.

Professor Pennell:

He should be permitted to select his teachers.

Dr Brown:

He should be a good business man.

Mr. Atherton:

Good judgment is essential.

Superintendent Molyneaux:

Be able to organize and mobilize forces.

Dr. Jordan:

His success lies in the ability to choose the right kind of assistants.

Mr. Wegener:

He should know the best methods.

Superintendent McClymonds:

First duty to secure the confidence of his Board. Must be strictly honest.

Superintendent Keyes:

He should be a specialist in the business of teaching.

Miss Rice concurred.

Superintendent Monroe:

He should not be a clerk.

COUNTY SUPERVISION.—Superintendents Linscott, of Santa Cruz, and Armstrong, of San Luis Obispo, being absent, Dr. Eli Brown appeared for the latter, and told the audience what a model Superintendent *ought to be* by describing what Superintendent Armstrong *is*.

P. M. Fisher of the JOURNAL presented a plea for County Board Supervision. Great good had been accomplished thereby. He gave a brief sketch of the history of the schools of the State during the past decade; claimed that this period marked an era, and that better teaching was being done than ever before:

The time was when the question propounded to pupils was: "What do you know?" Then: "What can you do?" Now it is: "What is the state of your mind?" Proper county supervision looks to asking these questions of the teacher.

Supt. Fanny Martin of Sonoma agreed with ex-Superintendent Fisher, and graphically sketched the situation in her county.

DEPARTMENT OF INSTRUCTION.

In the absence of Miss Emma L. Angier, of Los Angeles, J. H. Hoose read a paper on "Primary Language":

Language is a spontaneous activity. Give the idea first, then the word. Never use the language lesson proper as a spelling, capitalizing and punctuation lesson, etc.

This was followed by an exceedingly interesting paper by County Superintendent Harr Wagner, of San Diego. Subject: "Grammar Grade English." He pleaded for thorough practical training:

The modern teacher has made grammar the basis of language. The school world has been wrong for a thousand years upon this question. The result of original investigation in the science studies has been so marvelous that the wonder is that the pupils were not started years ago to deduce principles of grammar, composition, rhetoric and logic from literature. The Aryans, on the olive crowned hills of Syria, before language existed, made every word a metaphor; and taught the child beginning to articulate by pointing to the setting sun, "growing old and dying," not to their hieroglyphic text-books on stone.

Miss Henrietta Bancroft, of Riverside, read a thoughtful paper on "High School English":

Three things should enter into our education—cleanliness, grace and purity of expression. The best schools to-day are combining the branches, and with much advantage. Pupils must be taught the power of making deductions from the classics. All knowledge of literature carries us forward on the same plane, but not one inch above the ancient.

GENERAL SESSION.

"The Last Educational Factor in California" was the title of a paper by Walter Lindley. This subject is attracting so much attention at this time that we publish the paper in full.

"The Evolution of the College Curriculum," a paper by Dr. Jordan, was a masterpiece of humor and sarcasm, and showed broad conception of the subject:

In the not distant future college degrees like college caps and college gowns will be laid aside as belonging to the babyhood of culture. The so-called college itself will disappear and the educational forces of the country will be the preparatory school and the university.

"The Teachers' Pension Association" was the title of a strong appeal for the pensioning by the State of all who have served a given time. We hope to present the paper in full in our next. The subject was referred to a committee for early report.

Following the paper of Mrs. Prag, the Association held a business session, in which amendments to the constitution were considered and discussed at considerable length. The constitution as amended was adopted by a unanimous vote. Officers of the various working divisions of the Association were selected as found below.

At a business session held this afternoon the following officers of different divisions of work were elected:

Department of Supervision—W. W. Seaman, Los Angeles, President; T. L. Heaton, Fresno, Vice-President; Miss Anna E. Dixon, Napa, Secretary.

High School and Normal School Section—Professor Dozier, Los Angeles, President; Miss Bancroft, Riverside, Vice-President; F. P. Davidson, San Diego, Secretary.

Grammar and Primary Division—E. B. Rowell, Redondo, President; Mary E. Foy, Secretary.

Committee on Programme for Next Meeting—Mr. Drake, Mr. Van Gorder, Miss Davisson, Miss Smythe.

In the evening the place on the programme left vacant by the absence of Professor Homer B. Sprague was filled by G. R. Church, Esq., President of the Fresno Board of Education. Subject: "The Schools of Germany." The address was entertaining, instructive, at times eloquent:

Teaching is the most honored profession in Germany. Not a child is lost sight of. No mawkish sentiment of freedom is tolerated. The child must be educated whether or no.

FOURTH DAY.

"High School Mathematics" was presented by Prof. Irving Stringham, of the State University:

The differential calculus must ever be regarded the most important discovery in modern mathematics, which taken in connection with the methods of Descartes has been of inestimable value to mankind. It transformed the science from the condition of a plaything for philosophers to be the great moving force in modern civilization.

The weak spot in High school pupils who come up to the University is that they have not sufficiently developed the power of independent thinking; they are too much tied to text-books.

Dr. Leroy D. Brown, of Santa Monica, briefly presented the subject, "Science in the Schools":

I commend the new High school law, which has received so much adverse criticism during this meeting of the teachers. I think it has done more for education in California in the past six months than all other causes. Scientific apparatus should become familiar to High school pupils. The boy should be as familiar with the air pump as with the town pump, with the electrical machine as with the wheelbarrow. Keep your apparatus in sight, and not in a dark corner.

Robert F. Pennell, Principal of the Marysville High School, presented a carefully-prepared and well-considered paper on "History in the Public Schools":

The prime pre-requisite to successful teaching of history is that you should know it yourself. Unfortunately, however, the average teacher is not up to the standard of the best work in this department. The formation of a correspondence class between the faculties of our great Universities and the teachers in the High schools, thus bringing the latter into direct contact with the first minds of the country, would produce untold good.

An admirable paper on "The Teacher and the Taught," by Dr. A. W. Plummer, of Santa Ana, will appear in a future issue. Another able paper by Dr. Eli P. Brown will be given to the readers of the JOURNAL:

REPORTS OF COMMITTEES.

The committee to whom was referred the paper of Mrs. Prag, relating to the subject of teachers' pensions, submitted the following report, which was adopted:

1. It is recommended that the Association authorize the Presidents of the various County Boards of Education in the State to organize societies in favor of pensioning teachers, and request the said Presidents to report results to the Secretary of the Educational Council of California on or before the 1st of June, 1892.

2. That the author of the paper be requested to prepare a circular, embodying a plan for the organization of said societies and forward the same in behalf of the Association to the President of each County Board of Education on or before February 1, 1892.

Signed,

LEROY D. BROWN.

S. G. S. DUNBAR.

MRS. RIDDLE.

The Committee on Resolutions, consisting of Superintendents Monroe and Wagner and Principal Lucky, presented but one, which gave deserved thanks to the people of Riverside, Superintendent Keyes, and all others who had contributed to make the stay of the teachers pleasant. This was adopted, and many were about to leave for the train when J. G. Jury, of San Jose, arose and read a set of resolutions condemning the State series of text-books in strong terms, and

asking for the appointment of a committee to memorialize the Legislature for relief. The resolutions were tabled, and, upon motion of Prof. Keyes, the whole subject matter was referred to the Council of Education, with a request to report to the Association at the next session.

The session being about to close, President Seaman appointed Superintendent Monroe to escort President-elect Baldwin, of National City, to the chair. The President, in surrendering the gavel to his successor, took occasion to say that it was made of orange wood grown on the lawn of the Normal school at Los Angeles, and olive wood from the northern part of the State. Taking the handle out of the head of the gavel, he said that it was typical of the Association—separated it was a useless thing, but united it became the emblem of authority.

To the appropriate remarks of the outgoing President the incoming President responded in a fitting manner, saying he had already invoked the favor of the Deity in the discharge of the new and onerous duties thus imposed upon him, and pledged his best efforts for the up-building of the Association.

The following resolution, introduced by Mrs. Margaret E. Parker, and seconded by Professor Keyes, was adopted:

Resolved, That this Association urges upon all teachers the importance of such judicious teaching of the the laws of life as shall lift the school life of every child into an atmosphere where no impurity can dwell.

TREASURER'S REPORT.

Cash in treasury at opening of Riverside meeting.....	\$ 59 75
Received for dues, etc., Riverside meeting.....	463 00
Total.....	\$ 522 75
Total expense of Riverside meeting.....	90 00
Balance on hand.....	\$ 432 75
It was voted to allow the Secretary \$50 for his services.	
Adjourned.	

Association Notes.

Professor John Dickinson, though not on the programme, was one of the closest listeners during all the session. Nothing seemed to escape him. His many friends were glad to take him by the hand.

Ex-Superintendent Meredith, of Ventura, was on hand to serve where needed. His race is a familiar one at conventions.

Our old friend, Charles M. Drake was there—with his wife. He has turned a new leaf by this departure.

Supt. Fanny McG. Martin deserves well at the hands of our Southern friends. This was her second trip to the South—San Diego and Riverside.

Secretary Greeley was cool, clearheaded and obliging.

Superintendent Keyes was everywhere.

Superintendent Frye is as clear cut in speech as he is of face. San Bernardino is justly proud of him.

Superintendent Monroe, though eagerly interested in the discussions, never for a moment failed to observe the little courtesies that lend life a charm.

The three last-named are called by some "Those boy Superintendents."

Professors Dozier and Hutton, and Principals Ennis, Housh and Rowell, formerly of the North, seem to be enjoying the Southern citrus belt.

Casper Hodson saw to it that teachers were introduced to the best educational Journals of the day.

President-elect Baldwin is not stern, though he looks it. He is simply very much in earnest.

There was no use talking about it. Fresno wanted the Association. It sent Superintendent Kirk, and got it. Mrs. Kirk was an efficient ally.

Professor Pierce's friends regretted his absence, and the cause of it—Mrs. P.'s sudden and severe illness.

County Superintendent Beattie, of San Bernardino, is quiet, but he understands himself and—the situation.

By the absence (on account of serious illness) of Mrs. Purnell, of the Sacramento High School, the Association was deprived of a fine paper.

The hall was cold, a fact that distressed the entertainers as much as the visitors. Such weather is unexpected in Riverside.

Professor Knepper, of Santa Barbara, is a fellow townsman of the editor. Revs. Wright and Winbigler, of Riverside are college mates of the same.

There were 463 membership certificates sold. Among these and in attendance were: Two University Presidents, six College and University Professors, eight City Superintendents, eight County Superintendents, two ex-County Superintendents, seven Normal School Professors, and two School journal editors; 169 certificates were held by men, 294 by women.

Miss Sallie Owens, a member of the Tehama County Board of Education, came from farthest up north.

Dr. Jordan's practical way of putting the case of the veteran teacher, J. C. Pelton, gave Mrs. Prag, of the Pension Association, a capital inspiration for her opening remarks.

Supt. Harr Wagner is a journalist, having for years edited the *Golden Era*, San Diego.

COUNCIL OF EDUCATION.

Ex-officio chairman: J. W. Anderson, Sacramento.

One-year members: W. M. Friesner, Los Angeles; Robert A. Pennell, Marysville; Mrs. Kincaid, San Francisco.

Two-year members: George Kleeberger, San Jose; Dr. Earl Barnes, Palo Alto; Miss Eliza G. Welch, Shasta.

Three-year members: W. S. Monroe, Pasadena; J. W. Linscott, Santa Cruz; Wm. Carey Jones, Berkeley.

Four-year members: F. A. Molyneaux, Pomona; Jas. A. Foshay, Monrovia; E. T. Pierce, Chico.

Five-year members: C. E. Hutton, Los Angeles; C. H. Keyes, Riverside; Jas. G. Kennedy, San Francisco.

Superintendent Wood.

Born in Meigs county, Ohio, in 1856. Parents of Ohio birth. Attended district school until nine years of age, when parents moved to St. François county, Mo., in the heart of the woods. School was out of the question. At the age of twenty came to California. Worked on a ranch in the winter; went to school in the summer. Attended the San Jose Normal from '78 to '79. In the latter year received a certificate at the last examination held by the State Board. Began teaching in March, '80; was elected Principal of the East End school, Salinas City, in '82 and again in '86. Elected County Superintendent in '86 by a majority of ninety-three; re-elected in '90 by a majority of 490. As he says himself, "My advancement has been a constant struggle." Out of this toil has been evolved a worthy Superintendent. He hates shams and appreciates merit. He is not slow to detect weakness, but he seeks to improve his teachers rather than drive them away. In his office there is system and accuracy. In the field among his teachers and trustees, he is helpful, and has their cordial support. He married a Miss Evelyn Miller, of Salinas, and has one child, a son, seven years old.

County Institutes.

[We regret not having received an account of the Menloville Institute, held at Fort Bragg. Professor Childs and Miss Shallenberger report a delightful trip and session.]

SHASTA.—Institute held in the courtroom at Redding on December 21st, 22d and 23d, with P. M. Fisher as conductor.

Eighty-seven teachers answered roll-call, certainly a goodly number, considering that some had to come eighty or ninety miles, crossing mountain ranges covered with snow four or five feet deep. The following special features characterized the sessions:

1. Promptness in beginning at the time set for the various exercises.
2. Few cases of tardiness on the part of teachers.
3. The excellent quality of the papers read and the able manner in which the subjects were handled.
4. The spirited interest taken in everything connected with the Institute by every teacher, and the great number of visitors.
5. The *esprit de corps* existing among the teachers, and the social attainments of the pedagogues collectively and individually.

It was, without doubt, the most fruitful Institute ever held in Shasta county. Many persons not engaged in teaching attended the sessions of the Institute from beginning to end.



JOB WOOD, JR.,
Superintendent of Schools, Monterey County.

The subjects of Grammar and Arithmetic called forth the liveliest discussion. It took a practical parliamentarian to recognize every one who was entitled to recognition. Mr. Fisher had to limit the speakers to three minutes' time. Prof. Washington Wilson, of the Chico Normal School, gave an interesting synopsis of the fundamental principles of Psychology. State Superintendent Anderson called special attention to "Economy" in school matters, and neatness of schoolhouse and surroundings. Mrs. Dow read an excellent paper on "Stimulants and Narcotics." Miss Mary Snell gave some good original thoughts on "School Discipline. Miss Madge Welsh captured the Institute by the class exercise in reading with primary pupils. Mrs. Bell gave a fine exhibition in calisthenics with third grade pupils. Reeve Woolsey treated diacritical marks in an able manner, and Harry Murrish compared Elementary Education in England with the Public Schools in the United States. C. E. Parkinson treated the subject of "Relative Importance of Arithmetic and Grammar" in a masterly manner. Wm. Ringnalda, of Edgewood came over for the occasion, and distinguished himself as a very entertaining visitor. P. M. Fisher lectured on "Christmas Reminiscences," and delighted the audience with his vivid, homelike pictures.

State Superintendent Anderson delivered a very fine address on "Education," and Wm. Ringnalda addressed a large assembly on "Sign Language." VISITOR.

BUTTE.—Our Institute was a very enthusiastic one. Notwithstanding the large amount of sickness prevalent among the teachers, there were seventy-seven present the first day. Vice-President D. W. Braddock organized the Institute during the absence of Supt. G. H. Stout, who was reported sick.

The evening lecture, "Study of Literature," by Professor Griggs, of Stanford University, was a grand treat. Superintendent Stout was able to appear on the second day, and, although unfit for active work, his presence proved inspiring and everything ran smoothly. During the morning session the programme was varied by a talk on "Shakespeare" by Prof. Ernest Griggs, who showed himself thoroughly conversant with the subject, and held his audience spellbound for an hour and a half.

The Institute throughout was an extremely pleasant one. The teachers, some trustees and several prominent friends of education showed their appreciation by *regular* attendance. The Professors and assistants of the Chico Normal School were especially energetic in their endeavors.

A Teachers' Reception was given by the Chico teachers to all Butte county teachers on Tuesday evening, at the residence of Hon. T. H. Barnard. All were handsomely treated and entertained. E. S.

KERN.—A three days' session was held in Bakersfield January 4-6. Fifty teachers responded at roll call, with quotations. Mrs. L. Rousseau introduced a discussion of the subject, "Patriotism," in which the teachers generally participated. Miss Ida Vandergaw read an excellent essay on "The Use of the School Library." The several topics in arithmetic were presented by C. N. Mills, Wm. Lloyd, L. M. Hollingsworth, and Mrs. B. D. Rogers. The Subject, "Shortening the Course of Study," was sharply discussed, and a resolution declaring the course "too extensive and burdensome" was overwhelmingly voted down. Intermediate and Primary class work were exemplified by classes in charge respectively of Miss J. B. Gregory and Miss A. C. Moulty. Geo. Hanscom treated "Advanced Reading" in the same manner. Miss Crusoe exemplified her manner of giving temperance instruction to a Primary class. "Word Analysis" was presented by Miss Mary E. Williams; "Penmanship," by H. L. Levering and Mrs. D. B.

Rogers; "History," by Mr. Benson; and "Civil Government," by E. A. Rousseau. County Superintendent Harrell gave practical addresses on "Teachers' Reports" and "School Law." Hon. John P. Irish delivered two eminently practical addresses in the evening: Subjects: "What the Common School Should Be," and "What Shall We Do with Our Boys After They Leave School?" Extracts will appear in the March JOURNAL. It was largely an Institute of the teachers, and they voted it satisfactory.

TULARE.—The Tulare County Teachers' Institute met in annual session on Monday, December 21st, in the assembly hall of the public school building in Visalia, and the session closed December 23d. County Superintendent Crookshank presided, assisted by Vice Presidents C. C. Childress, of Hanford, H. C. Faber, of Tulare, and W. J. Connell, of Visalia. Miss Julia Levy, of the Tulare High School, filled the position of Secretary.

County Superintendent Crookshank's address was able and interesting, worded as it was in choicest diction and full of good advice to his teachers. An interesting paper on "Elementary Sounds" was presented by J. C. Shipley, and one on "Penmanship," by L. Robinson. A practical discussion of the subject, "English in the Public Schools," by Miss Crump of Tulare, and of the "Metric System," by C. A. McCourt, of Lemoore, completed the programme for the first half day.

In the afternoon the teachers listened to a number of well-prepared papers and addresses, and during the evening session Dr. Isaac Crook, of the University of the Pacific, delivered a lecture on "How We Climbed Pike's Peak." The evening lecture was preceded by an enjoyable musicale and elocutionary entertainment by teachers of the county.

The papers read and the discussions during the sessions on Tuesday were exceedingly interesting, and the lecture of Prof. John Dickinson on the "Geology of the Stars," was enjoyed by the large audience which crowded the hall. The Professor is always interesting, and on this occasion abounded with humor. The last day's session was replete with instructive suggestions and discussions, and when the Institute adjourned it was the general sentiment that the teachers of Tulare county would return to their homes and schools much better prepared than ever before to instruct the youth of the country in the ways of knowledge.

Constitution of the California State Teachers' Association.

PREAMBLE. For the purpose of furthering the educational interests of the State, of giving efficiency to our school system, of furnishing a practicable basis for united action among those devoted to the cause in which we are now engaged, and of securing and maintaining for the office of teacher its true rank among the professions, we, the members of this Association, do hereby adopt the following

CONSTITUTION.

SECTION I. NAME. This Organization shall be known as the California Teachers' Association.

SEC. II. MEMBERSHIP. All persons who are now, or who may be hereafter, officially connected with the public or private schools of this State, or interested in the cause of education, may become members of the Association by signing the Constitution

and paying an annual fee of one dollar. The Secretary of this Association shall annually publish in the November number of the official Educational Journal of this State, without expense to the Association, a list of the members, provided however, that before dropping any member for non-payment of dues, such member shall, one month before that publication, be notified that dues for the current year are now payable.

SEC. III. OFFICERS. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer and a Rail Road Secretary, whose duty it shall be to make arrangement for the rate of transportation of members of this body; and these officers, together with the Presidents of the Sections hereinafter provided for, shall constitute an executive committee.

Term: All officers shall serve for a term of one year.

Election: The election of the foregoing officers shall be by ballot, and any member may place a name in nomination for any office, provided, however, that no nominating speeches shall be permitted, and that if no person shall receive a majority of the votes cast for any office upon the first four ballots, at each ballot thereafter the name upon the list receiving the lowest number of votes shall be dropped, and so on until the majority of the votes shall have been secured by one candidate; and this election shall take place at the opening of the afternoon session of the second day of the winter meeting.

SEC. IV. DUTIES AND POWERS OF THE EXECUTIVE COMMITTEE. It shall be the duty of the Executive Committee to fix the time for holding general meetings of the Association, to prepare programs, to procure the attendance of lecturers and other speakers, and to make all the necessary arrangements for the meeting.

Indebtedness: They shall not incur any indebtedness in excess of the funds in the hands of the Treasurer.

Vacancies: They shall have power, by majority vote, to fill all vacancies in office occurring between meetings of the Association.

Annual Report: They shall make to the Association, on the last day of its winter meeting, an annual report of its finances and membership, which report shall be submitted in writing.

Order of Business: The Executive Committee shall have power to arrange the order of business at all meetings: provided that the reports of Standing Committees shall be heard on the afternoon of the second day of the winter meeting.

SEC. V. MEETINGS. There shall be a general meeting during the Christmas holidays, at a point to be determined by a vote of the Association, in the same manner as heretofore prescribed for the election of officers, so that the claims of each city to consideration may be presented by one speaker who shall not occupy more than five minutes; and the Executive Committee may call a second meeting in June or July, at such place as they may determine.

SEC. VI. CLAIMS. All claims against the Association shall be paid by the Treasurer upon the order of the President, countersigned by the Secretary. Whenever the Treasurer shall doubt the validity of any claim, for which an order on the Treasury may be presented, he may submit the same to the Executive Committee.

SEC. VII. AMENDMENTS. This constitution may be amended or altered, provided at least one day's notice in writing, embodying the amendment or amendments to be made, be given in open session of the Association, and provided, further, the same shall be approved by a two-thirds vote of the members present, which vote shall not be taken later than the next to the last day of the general session.

SEC. VIII. ORGANIZATION OF DEPARTMENTS. This Association shall upon the adoption of this Section, proceed to organize four departments to be known respectively, as the "Department of Primary and Grammar Schools," the "Department of High and Normal Schools," the "Department of Colleges and Universities," the "Department of Supervision." Each Department shall elect its own President and Secretary, and prepare its own program—which shall occupy the mornings of the annual sessions—submitting the same to the Executive Committee of the General Association for publication.

Claims of Department Expenses: And it is further provided that no indebted-

ness for any Department shall be incurred save with the consent of the Executive Committee of the General Association.

SEC. IX. The Advisory Body of this Association shall be composed of fifteen members, who, together with the State Superintendent of Public Instruction, shall constitute the Council of Education. Its duty shall be to consider and report to the general body the desirability and means of securing reform in educational legislation and practice. The term of office for members of this Council shall be five years, provided, however, the first list of members shall be appointed by the President of the Association immediately upon the adoption of this Section: three to serve for one year, three for two years, three for three years, three for four years, and three for five years, and, annually thereafter, three members shall be chosen by members of the Council to serve for the full term of five years. The Council shall also have power to fill all vacancies occurring in its membership.

And it is further provided that the President of the Association shall, in appointing the list of members, designate the State Superintendent as Temporary Chairman and shall also designate a Temporary Vice-President and Secretary, and these three shall act as Temporary Executive Committee of the Council, prepare the first program, and serve until a permanent organization is perfected.

The first meeting of this body shall be held in the month of July, 1892, at a time and place to be designated by the Executive Committee of the Council herein provided for, and thereafter the Council shall meet semi-annually, alternating its sessions between the cities of Oakland and Los Angeles.

AN exchange prints the following specimen sentences, handed in to the Board of Examination by applicants for teachers' certificates:

The doctor was *falacious* for his patient.

The *celurean* person may be found.

The *silurian* is a fish.

They gave a *comatose* of the place.

Comatose bodies appear small from the earth.

The *isolation* of the particles caused much dust.

Sophistry is feeling for another.

She gave a *sophistry* for not coming.

The Dr. performed a *diagnosis* on the body.

She drew a *diagnosis* figure.

Edison was an *ingenuous* boy.

It was very *ingenuous* to throw Columbus in prison.

Seven hundred and fifty crickets have been purchased in the city of Boston for the use of children whose feet do not touch the floor in Boston schoolrooms. The world moves. Mental images of the small children of other days—not many years ago, more's the pity—sitting on the front seats with dangling feet and drooping energies, cooking slowly beside the box stove in winter, rise before the mind's eye.—*N. Y. School Journal*.

ILLITERATE VENDER—Appricots! Appricots? Three for ten cents!

Miss Minerva Absolute, from Boston—Oh, most wretched man! I wanted some apricots so much; but your atrocious mispronunciation has made it quite impossible for me to relish them.—*Boston Courier*.

The wettest place in the world is at Cherra-Ponjee, in the Khasi Hills of Assam. The fall of rain for a single month has ranged from 100 to 200 inches.

NORMAL SCHOOLS.

CHICO.

Mrs. Pierce is teaching her classes again, after a severe illness.

A gardener from the State Capitol grounds will be secured, to do needed landscaping.

The steps and portico to the Normal are about completed. They add much to the beauty of the exterior view.

Professors Seymour and Ritter and Misses Rice and Parmenter, of the Faculty, were at the State Association meeting.

Professor Ritter has taken his friends by surprise by the appearance in a bookstore of an arithmetic of which he is the author. He kept his secret well.

Professor Washington Wilson, of Chico, has been invited to read a paper before the Normal Department of the National Educational Association at Saratoga.

LOS ANGELES.

Almost the entire Faculty, with Principal More at the head, attended the State Association.

SAN JOSE.

Miss Alice Brotherton has been promoted by election to a position in the Red Bluff School.

The Tebbe brothers are teaching in Siskiyou. George is Principal at Yreka. Miss Julian is one of his assistants.

On January 28th the Board of Normal Trustees held their semi-annual meeting. A petition was received, signed by 150 teachers of the public schools in Santa Clara county, and also by a number of the Normal School students, asking that the Bible be reinstated in the school. The Board then went into an executive session, and after a very animated discussion the matter was postponed indefinitely.

The Executive Committee reported that during the past six months the following appointments had been made:

Mrs. J. N. Hughes, teacher of history for the first term at a salary of \$600 for the term.

Emily J. Hamilton, substitute during five months.

Leave of absence granted to Miss Bethell, at a salary of \$90 per month from September 1st.

Miss R. F. English, teacher in place of Mrs. George, transferred at a salary of \$100 per month, from September 1st.

Miss Elizabeth McKinnon, as a teacher in the Normal department, from September 1st, at a salary of \$100 per month.

Mrs. Mary W. George, acting preceptress, from August 1st, at a salary fixed by the Board for that position, viz.: \$142.50 per month, *vice* Miss M. J. Titus, resigned.

Miss Bethell's leave of absence was extended through the remainder of the year. Miss Paine was elected as a substitute.

Miss L. Scudamore was elected as a teacher in place of Miss G. Bennett, resigned.

The resignation of Mrs. J. N. Hughes, teacher of history, was accepted.

Miss Elizabeth McKinnon and Miss English were appointed for the remainder of the year.

Miss Helen Sprague was continued as assistant librarian, and to do such other work as the Principal may assign.

EDITORIAL.

NEXT year to Fresno.

THE Riverside papers gave full and handsome notices.

THE programme was excellent. There were some disappointing vacancies.

A full report of the Tehama Teacher's Institute will appear in the March JOURNAL.

THE editor acknowledges hospitalities received at the hands of Superintendent Keyes and Rev. W. A. Wright, at Riverside, and Supt. Monroe, at Pasadena.

SOME of the departments of the JOURNAL have either been crowded out or given unusually small space, because it is due that the report of the Association should be given in full.

THE representation from the north was small, but it had a prominent place on the programme. The southern third of the State furnished four-fifths of the members; the personnel of this four-fifths is above the average body of teachers in point of ability, and it is an earnest, wide-awake element, too.

THE Association stayed in the south long enough. The north was growing very restive. It comes to the middle of the State with the same good will with which it was sent south three years ago. Its stay in the south did that section good, and was of real benefit to the Association. It put new life into it; it put money into its treasury. The friends made there will attend future meetings, wherever held. We have become better acquainted, to the benefit of the profession and the schools.

FRANK E. PLUMMER, President of the Department of Secondary Instruction of the National Educational Association, solicits helpful suggestions for the July meeting at Saratoga. He promises a "rich, varied and helpful" program. Urges teachers and principals "throughout the continent to make up their minds to attend the meeting, etc."

It is to be hoped that California will not be unrepresented there, but we believe that the California teachers are just now busy devising

ways and means to attend the educative and educational exhibit at Chicago in '93.

WHO may be sent to the Whittier Reform School?

A boy or girl between the ages of ten and sixteen years convicted of crime, which committed by an adult would be punishable by imprisonment in the county jail or penitentiary.

A Grand Jury, instead of finding an indictment against an *infant* under sixteen years of age, may recommend to the Court that the party be sent to Whittier.

Parents may make complaint in writing to the District Attorney, furnishing due proof that the child is incorrigible, vicious, and beyond their control, etc.

For full information on the subject apply to your District Attorney. For a circular of information write to Superintendent, Reform School, Whittier, Cal.

A MOST singular omission from the programme was the subject of "School Exhibit at the Columbian Exposition." The teachers of the State naturally want to know what is expected of them in this matter. Many of them may not favor an exhibit. All ought to know definitely at the earliest day just what the programme is. Again, at the Superintendents' Convention in Dec., '90, competitive plans of an exhibit were submitted to a Committee of Award. The prize, a check for \$100, from D. O. Mills, was given to Warren L. Cheney. The Convention appointed a committee to take charge of the matter of an exhibit, presumably in accordance with the plans adopted. A bill asking for an appropriation was prepared, to be presented to the Legislature. Upon the advice of members who were laboring to secure the \$300,000 appropriation this separate bill was not pushed, the understanding being that if the large appropriation was made the schools could secure a share. THE State Commission is now fairly at work distributing the funds. The next Superintendents' Convention will meet in December, '92. The State Association will meet a few weeks later. The exhibit, if there is to be one, should be sent to Chicago in the spring of '93, and should be prepared this summer. The JOURNAL called the attention of teachers to the subject, in several issues. The committee appointed by the Superintendents, and the associate members designated by the State Board of Education at its meeting January 15, should meet at an early date and decide upon a plan of action.

OFFICIAL DEPARTMENT.

FEBRUARY, 1892.

J. W. ANDERSON, - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent Public Instruction

The following decisions have been rendered since the last list reported :—

286. The law does not allow teachers any salary for teaching upon a legal holiday. Teachers ought not teach on a legal holiday ; trustees have no right to require them to teach upon these days, nor to make up for legal holidays by teaching additional days.

287. The location of school buildings must be made by a majority vote of the electors voting at the meeting called for that purpose under section 1617 of the Political Code, subdivision 20.

288. Trustees have no power to condemn property upon which to erect a school building. The action for condemnation must be had in a court of law.

289. Attorney General Hart has decided that the law permitting or authorizing the temporary transfer of moneys from another fund to the School Fund in order to avoid the necessity for teachers discounting their warrants, is constitutional: The County Treasurer, upon request of the County Superintendent, can transfer sufficient moneys from any fund in which there is a surplus, the same to be replaced when the taxes are collected.

290. In cases where kindergarten classes have been established, the children under six years of age are to be regarded in the same light as children over seventeen. Children over seventeen have always been counted in estimating the average daily attendance. Pupils attending High Schools are not counted, because neither City High Schools nor other High Schools are supported except as provided by law. The State Fund is never apportioned to High Schools; nor do they receive any benefit from County Funds. These schools in cities are supported by city taxes; and where formed under the County or Union High School Bills, they are supported as provided in those Bills. (291—302 inclusive will appear in the March number.)

We hope that Superintendents and Boards of Education will study the following. This office has enough to do without being compelled to write and write for the information required by the State Board :—

1. See that the name of the applicant is plainly written just as the applicant desires to have it appear on the diploma.
2. The affidavit specifying the times when and places where the applicant has taught, it is not necessary to specifically state these items in the recommendation, but instead after the words "as follows" in the recommendation, give the first and last date of experience.
3. See that the recommendation has upon it the seal of the Board.
4. Use the form of affidavit prepared by this office.
5. As the superintendent or his deputy is entitled to administer oaths, do not subject the applicant to the necessity of additional expense in notary fees.

6. Do not send up any application when the applicant has not had the experience required in the *Public Schools* of California.

7. Remember that no Educational or Life Diploma of the higher grade will be granted to any party who does not hold a Grammar School Course, or High School Certificate which has been granted upon an examination in High School branches. G. S. C. or High School Certificates granted upon Normal School Diplomas will not be accepted by the State Board as sufficient credentials for anything higher than a Grammar Grade Educational or Life Diploma. We often get High School Certificates which have been granted upon G. S. C. Certificates, which in turn were granted upon either Grammar Grade Certificates or Normal School Diplomas without additional examination. These will not be accepted by the State Board for the Higher Diplomas.

8. Remember that there are three papers that must be sent to this office, viz. :—
The recommendation from the County Board.
The affidavit of the applicant.
The proper certificate.

9. In the case of Life Diplomas send the fee required by law.

10. Remember that the diplomas when granted by the State Board cannot be made out in *five minutes*; but when made out, which will be as speedily as possible, they will be sent, together with the return of the certificate, to the County or City Superintendent for distribution to the applicants.

11. Be sure that the blank receipts sent from this office are filled out and returned.

The State Board of Education held a meeting at the office of the State Superintendent on Jan. 15, 1892. All the members were present.

Life Diplomas of the Higher Grade were granted to Mary J. Colehan, W. S. Cranmer, Will S. Monroe, T. L. Heaton, Lucy Richards, and Geo. W. Hall.

Life Diplomas of the Grammar Grade were granted to Angelina Chambaud, Bertha H. Jackson, Chas. L. Edgerton, Kittie O'Neill, Emma L. Angier, Adam L. Anthony, Alice Blair, Mrs. Fannie S. Burt, Allen Carmichael, Florence E. Conger, Margaret Conners, Herbert E. Cox, Anna M. Dalzell, Margaret Young Davis, Harry Dearborn, Selina Dunstone, Helen Elliot, Lizzie S. Farley, Ella A. Feeny, Miss Jeunie Fischer, A. G. Garrison, Crittenden Hampton, Agnes Harrington, Mrs. Eva L. Hauck, Louise J. Hilke, Josephine F. Jones, Mary McAuliffe, Ella L. McCray, Mrs. Clara McLaughlin, Freeman B. Mills, Mary E. Moore, Albert Norris, Mrs. Ella F. O'Gorman, Lillian A. Piper, Bertine E. Proctor, William H. Roney, Henry Jan. Richardson, Mattie N. Shattuck, Lela Adaline Simpson, Mary Stewart, Robert Lee Stockton, Granville S. Trowbridge, and L. B. Wilson.

An Educational Diploma of the Higher Grade was granted to Cora M. Boone.

Educational Diplomas of the Grammar Grade were granted to Nettie Arnold, Adelia Ager, Katie D. Baker, Grace Barney, M. Lizzie Bonnell, Mrs. Jeannette Bryan, Bertha M. Bretz, Mrs. Hattie E. Brown, Mary L. Brown, Mattie S. Case, Henry H. Childers, Mina Church, Josie M. Colehower, Mary F. Conway, Laura J. Cummings, Alice Lillie Cusheon, Mary Dangle, J. N. Davis, Hattie C. DeHart, Mary S. Denis, Michael P. Donnelley, Miss Mary L. Downey, Mary Doyle, Emma Frances Elliott, Carrie B. Ennor, Ida B. Ewing, Hugh J. Gallagher, Mr. E. C. Goodrich, Eveline V. Hanford, Maud Hutchins, Mattie E. Johns, Pearl Kelton, William Lamasney, Winifred Larish, Laura Litchfield, M. Lily Love, Alice J. Loveland, Lillie M. Kinney, Mary E. Mauch, Maggie Maher, May E. Mansfield, Mr. T. E. Maxwell, Katie McGough, Emma Miles, Ella R. Minor, Minnie A. Monehan, Maggie F. Murphy, Carrie E. Oliver, Kate Oneto, Delia E. Page, Eleanor Pullman Palmer, Martha H. Poppe, Sadie Purcell, Minnie G. Rosevear, Helen M. Rutherford, Miss Rose Scheier, Adalaide Martin Smith, Ada F. Stephens, Elizabeth Thunen, Mary L. Tinsley, Miss Eunice Tremper, Dora Vogelsang, Lizzie C. White, and Laura Walker.

State Superintendent J. W. Anderson and Prof. C. W. Childs were appointed to act in conjunction with the Committee appointed at the biennial convention of County and City Superintendents in 1890, to request of the California State Commission of the World's Columbian Exposition that they set aside \$10,000 for the purpose of meeting the expense incident to preparing, forwarding, and making proper exposition of a school exhibit from the schools of California.

CALIFORNIA SCHOOL ITEMS.

TULARE COUNTY has three High schools.

PRINCIPAL F. G. HUSKEY has moved from St. Helena to Anderson.

A. P. KERR, of Colusa county was elected Principal of the new Union High School at Dixon.

THE people of Bay View School District, Alameda county, want to build a \$15,000 schoolhouse.

CITY SUPT. A. D. TENNEY reports an enrollment of 570 pupils in the Salinas public schools last term.

THE flag of our country floats over each public schoolhouse in Los Angeles every day the schools are in session.

MISS M C. KELLEY, of the Monterey schools, has been elected to a position in the San Francisco School Department.

PROFESSOR GAYLEY's lecture in San Francisco on the play of "Hamlet" was attended by 400 members of the University Extension Class.

DURING the past year 422 pupils were enrolled in the eight kindergartens that were established by the Board of Education in Los Angeles.

ELEVEN new school districts were organized last year in San Diego county, and six Union High schools have been established since the new law was enacted.

CONGRESSMAN CAMINETTI will select a cadet for West Point Military Academy by a competitive examination, open to all the aspiring young men in his district.

THERE are prospects for the establishment of a Government Indian school in Big Valley, California, where there are several hundred Indian children of school age.

THE Los Angeles City Board of Education is building a new eight-room school-house, and is remodeling three other school buildings, which are to accommodate eight classes each.

ON January 13th, Lakeview schoolhouse, Tulare county, caught fire from a defective flue, and was burned to the ground. The furniture and library were saved. Loss, \$2,000; Insured for \$1,500.

THE graduating class of '91 of the California Medical College was composed of the following ladies and gentlemen: C. J. Ellis, J. T. Farrar, C. E. Hailstone, Dora M. Hamilton, S. H. Hall, W. M. Mason, L. Mathe, A. S. A. Sunder, J. G. Tompkins, G. M. P. Vary, Florence V. Wall. This class passed the best examination, and made the highest average record of any class in the history of the school.

SUPERINTENDENT SWETT, of San Francisco, has presented his first monthly report for the year 1892. It is devoted mainly to a discussion of the question of the evil resulting from excessive study in the schools. A circular was issued to parents some time ago, requesting answers to the question, "Is the course of study excessive or injurious to health?" and from the replies received the following summary was made:

Number of parents in favor of limiting or reducing the work, 241; satisfied with the present system, 170; expressing no opinion, 41; in favor of reducing home study, 164; in favor of cutting off solid geometry, 27; in favor of limiting certain studies, 59; against excessive note-book work, 33; number of parents who consider the work excessive and injurious to health, 155.

OUR LIBRARY TABLE.

THESE are the days of literary "finds," but very few correspondences excel in interest "The Letters of Wendell Phillips to Lydia Maria Child," which are now brought to light in the February *New England Magazine*. Sam. T. Clover, a clever Western writer and humorist, contributes a bright article on "The Prairies and Coteaus of Dakota," in same number.

THE HISTORY AND SCIENCE OF EDUCATION FOR INSTITUTES, NORMAL SCHOOLS, READING CIRCLES, AND SELF-INSTRUCTION. An exceedingly interesting little volume. Just what the live teacher needs to inform himself upon, to get the comprehensive knowledge of his profession—the wide view that he needs. Price \$1. American Book Company. See ad. near frontispiece of JOURNAL.

THE *Cosmopolitan Magazine*. John Brisbin Walker has accepted conjointly with Wm. Dean Howells the editorship. Mr. Howells, who is recognized universally as the foremost American of letters, upon the expiration of his contract with Harper Bros., on the first of March, will take in hand the destinies of a magazine which promises to exercise a share of influence with the reading classes of the United States. His entire services will be given to the *Cosmopolitan*, and everything he writes will appear in that magazine during the continuance of his editorship.

THE CHINESE: THEIR PRESENT AND FUTURE; MEDICAL, POLITICAL AND SOCIAL. A handsomely-illustrated volume, written in an interesting style. By Robert Coltman, Jr., M. D., Surgeon in Charge of the Presbyterian Hospital and Dispensary at Teng Chow Fu; Consulting Physician of the American Southern Baptist Mission Society; Examiner in Surgery and Diseases of the Eye for the Shantung Medical Class; Consulting Physician to the English Baptist Missions etc. Illustrated with fifteen photo-engravings of persons, places and objects characteristic of China. In one handsome royal octavo volume. 220 pages extra cloth. Price, \$1.75 net. The F. A. Davis Co., Publishers, 1231 Filbert street, Philadelphia.

Cheney's Pacific Coast Bureau of Education

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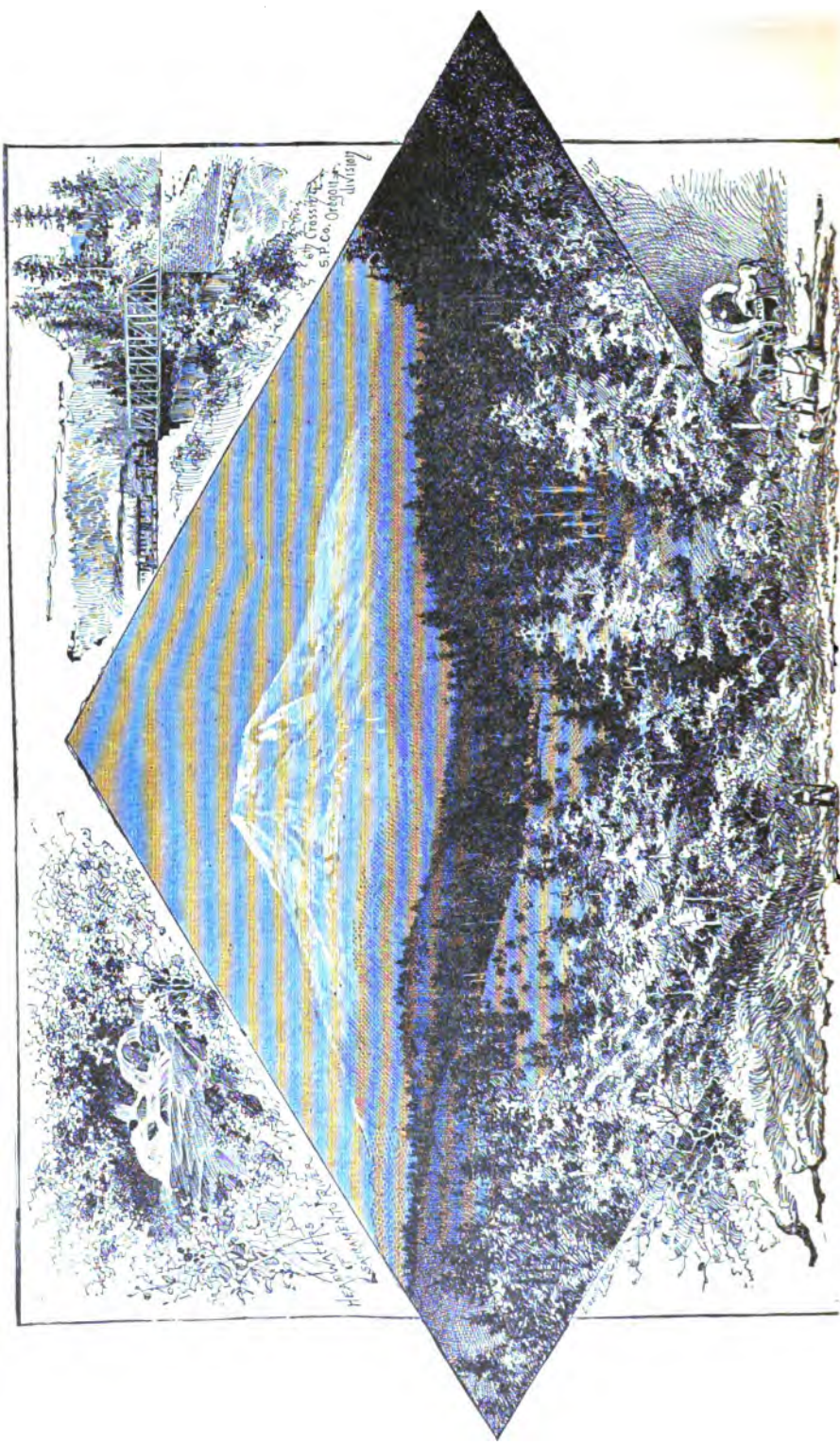
REFERENCES—Prof. Martin Kellogg, State University; Prof. David Starr Jordan, Leland Stanford, Jr. University; Prof. C. W. Childs, Prof. Ira More, Prof. E. T. Pierce, Principals State Normal Schools; Hon. James W. Anderson, State Supt., Public Instruction.

**MAY L. CHENEY,)
WARREN CHENEY,) Managers.**

(300 Post Street, Union Club Building, San Francisco, Cal.)

Riverside Sanitary Home.

DR. ELI F. BROWN, well-known throughout the United States as the author of the most popular series of school text-books in Physiology and Hygiene and as a distinguished teacher and institute conductor, has established a private Sanitary Home at Riverside, under his sole ownership and personal management. Into this home, the residence of himself and family during all seasons of the year, he receives at any time and for any period a limited number of youth or others, who, from any cause, require specific care and who seek such delicate accommodations as are found only in the most enlightened private home. Full particulars by correspondence.



MOUNT SHASTA

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CURRENT EDUCATIONAL THOUGHT.

State Teachers' Association.

R. F. Pennell, Marysville: "Great teachers make great pupils by the inspiration of their lives."

Prof. Earl Barnes, Stanford University: "Teaching has not yet been brought up to the dignity of a profession, but is yet a trade or craft."

Acting President Kellogg, State University: "California stands before the world as one of the strongly-marked aggressively-educational commonwealths."

County Superintendent Seaman, Los Angeles: "The demand of the hour is for better teachers, and better teaching, especially in the primary grades."

Professor Slate, State University: "Try as we may, we cannot strike out without authority. A part of all true education is to form a respect for that learned in the past."

Professor Seymour, Chico Normal School: "No more special adaptation is necessary to teach entomology than any other branch of science, but the teacher must have a love for the science."

State Superintendent Anderson: "Teachers should be held responsible for the cleanliness and order of grounds and buildings. No boy or girl can be wholly bad when surrounded by beautiful things."

Dr. Waggoner, of Redlands: "The Superintendent should above all else know the best methods of instruction, and see that such methods

are employed by his teachers. He should be a leader of his teachers—they expect it of him."

Miss Emily Rice, Chico State Normal School: "If the woman toiler does good work she should have good pay—this is the baldest statement of a self-evident proposition, but still there are those who would get woman's work at half price."

Supt. Alex. Frye, San Bernardino: "The time will soon come when the study of nature will be the only occupation of the child's mind during all his primary work—animals, minerals, not books, will be the only texts in use in the lower grades."

President Jordan, Stanford University: "Nearly all scientific men of large endowment have a lineage, and all our best scientific workers of to-day descended from Agassiz. All the foremost scientists of the Pacific Coast are disciples of Joseph LeConte, and he was a disciple of Agassiz."

Dr. Deere, Riverside: "I hold it the duty of teachers in their intercourse with the immature minds of childhood to lead them by frequent and reverent allusion to the Divine Author of the proscribed Book to a due regard for its teachings, and a becoming reverence for sacred things."

A. W. Atherton, San Diego: "Good judgment is the first qualification of the Superintendent. He should know how to select assistants and to utilize to the best advantage the mental force under his control. Should also be a hard-headed man of affairs in a certain sense, full of energy, and not easily led."

Prof. Bernard Moses, State University: "History does not repeat itself. No two eras are, or can, be the same. The growth of human society is like that of a great city. Old structures and institutions yield before the advance of modern ideas as fire sweeps away the old structures, to give place to the new."

Superintendent Monroe, Pasadena: "As educators we do too much thinking and talking one way, but act another. There is a widespread opposition to promotion by written examinations, yet only a few cities, such as San Francisco, Cincinnati and Springfield (Mass.), have had the courage to abolish the system."

Superintendent Knepper, Santa Barbara: "The vast number of school books is not an unmixed good. With all the facts recorded the

child is too apt to accept them without question as to the process of reasoning by which the results were arrived at; and the teacher finds it easy to thus indulge the child in the habit of acquiring knowledge at second-hand—often too second-hand knowledge."

Mrs. M. Prag, San Francisco—On Pensions: "Whatever tends to raise and improve the character of the teaching force is valuable and important. If the desire of the State be to induce the best minds to adopt teaching as a profession, it must offer sufficient inducement in order to attract those minds to the profession. The question then resolves itself into this: What inducement can the State offer to young men and women of ability to make *this their life work*? The privilege of retiring upon part pay has contributed to give Germany thoroughly trained teachers, and the best minds of that country are found in the ranks of that profession."

Dr. A. W. Plummer, Santa Ana: "If Mary is gentle and tractable and lovable, and Jane is not, it may be that heredity is responsible, and not the child. We know not how many generations of vicious ancestors that ugly child counts in her scowling face, or how much of the sweetness of the other's life has come from the love of the good, the true and the beautiful a hundred years ago. It is the teacher's business, however, to stand by Jane, and by every possible effort try to make a Mary of her. Count one per cent. of improvement in her equal to ten per cent. in many. Persist with the hindmost or the vicious, but never give them up."

Geo. Church, Esq., President of City Board of Education, Fresno: "No young, ignorant, heedless boys and girls in the gum-chewing age—untrained barbarians, in fact—are turned loose upon the community in Germany as instructors of the young. All teachers regularly installed in the profession enlist for at least three years, as a soldier enters the army for a definite time. Should such teacher desire to leave the service before the expiration of his term of enlistment, he may do so by refunding to the Government the entire expense incurred in his education. The foremost teachers are often sent to other countries at public expense, to study other lands and other systems, thus always keeping in touch with the educational world outside, preventing any narrowing of their own system by refusing to admit therein improvements that may be found beyond the Fatherland. In this careful, vigorous and persistent manner through long years of toil has been built up this colossal and symmetrical fabric of German education."

GENERAL DEPARTMENT.

A Song of the Sierras.

I'll sing a song of a cabin home,
Of a miner old and gray;
Of a mountain steep
And a forest deep,
And a faultless summer day.

A life of toil 'neath the spreading oaks,
And nights of rest alone;
Of hopes long gone,
Like a sweet, sad song,
Or the passing pine trees' moan.

Of thoughts at eve on a doorstep rude,
Of a distant mountain's maze;
Of the setting sun,
And a day's work done,
And a canyon's deepening haze.

Of a faithful dog and a welcome pipe,
And a crackling, open blaze;
Of thoughts of those
That the dead past knows,
And the friends of other days.

I'll sing a song of a miner's life,
And his fruitless search for gold;
Of the old, old home,
And the dear ones gone,
And the aching heart-strings cold.

Of deserted camps with the roofs caved in,
And an unhinged door ajar;
Of a wild bird's lay,
On a day in May,
When his spirit went afar.

I'll sing a song of a miner's life,
Of hopes and loves long fled;
Of a life that's past,
And rest at last

In a grave with the pauper dead.

—Charles H. Denel, in *Oroville Mercury*.

The Object of the Public School.

[A paper prepared to be read at the State Teachers' Association.]

ELIZABETH B. PURNELL, SACRAMENTO.

Plutarch tells us that when Porus, the captive Indian King, was brought into the presence of Alexander the Great, the conqueror, struck with his majestic bearing, asked him how he would like to be treated. The monarch replied: "Like a King." "Is this all?" said Alexander. Porus returned: "The word 'king' includes everything." So one might say, when asked the object of the Public School: "To train American citizens," as the work of training citizens includes everything which may or should be done by the Public School, and if all persons were united as to how this training shall be accomplished, the methods to be pursued, the curriculum to be studied, there would be no room for a discussion of the subject. But there exists so great a diversity of opinion that, much as has already been said and written, much more will yet be said and written before we shall be sufficiently homogeneous as a people to settle on a satisfactory course.

We may well believe, when, on the 25th of December, 1641, the citizens of the New Haven Colony passed an ordinance that "a Free School should be set up," that they little dreamed the value of the Christmas gift they were making, not only to their own colony, but multiplied, like the "miraculous loaves and fishes," to the great nation yet to be born, and also that there was very little debate as to the object of the school thus established, or as to what its curriculum should be. A colony which had adopted the laws of Moses as its political code would naturally believe, that "The fear of the Lord is the beginning of wisdom," and the knowledge of the Holy is understanding, and so, whatever else might be taught, the religion and morality of the Bible would be preëminent.

And even a half century ago, when foreign elements had entered but sparingly into our body politic, the question: "What shall the public schools teach?" admitted little debate. But to-day, when our population is so heterogeneous, when not only the blood of many nations, but the manners, customs, religions and race prejudices of various peoples combine to produce the character of our citizens, the question assumes a very different aspect. And we find the public school assailed from many quarters. The Jew, the Protestant, the Catholic,

and the Agnostic point against it the great guns of their dissatisfaction, and bombard its fortifications at will. So, also, the utilitarian demands that it shall introduce into its course manual training, insisting upon what he pleases to call practical education for the youth of the land, at the same time ignoring the great truth that whatever tends to develop the faculties and awaken the intellect is practical. So amidst all the tumult and confusion it is well to stop and think what is truly the object of the public school, and to ascertain if possible how it is fulfilling its mission, and in what way its efficiency may be increased.

WHAT IS A CITIZEN?

Starting, then, with the first proposition, that the object of the public school is to train American citizens, we must see what is meant by the term "citizen." Appealing to the Constitution for a definition, we find, that "All persons born or naturalized in the United States and subject to its jurisdiction are citizens of the United States;" but right here we are confronted by the fact that although a large part of the pupils in the schools are the children of native born or naturalized parents they are all by no means truly *American* citizens in embryo; for it is painfully true that the naturalization of many an alien is simply putting an American label upon a foreign article, whose character has been in no degree changed or modified by the aforesaid label. Hence, the fundamental work of the public school must be a work of assimilation. It must follow to a great degree Mrs. Glass's famous receipt for cooking a hare. You must first catch your hare. So must the school first make the citizen. It must take the ore, refractory or otherwise, from English, Irish, French, German, Spanish, Russian, Italian, Austrian or American mines; it must heat it in the furnace, melt it in the crucible, until a homogeneous metal is produced. It must in the same way bring the polyglot speech under the dominion of the English tongue. This slow, laborious, but necessary work having been done, the school is ready to begin the work of training the American citizen.

Then the question arises: "What are his needs, and how shall these requirements be met?"

The public school is an invention of the State to be operated only in the interest of the State. The State is concerned in the individual only so far as concerns its own interest. When we understand what an individual needs to be, in order to do the most good and to prove the least of an injury, it is comparatively easy to state, in general terms, what should be the mission of the public school.

The distinctive idea of education must be the development of the individual, the unfolding of the physical, intellectual and moral nature in the most harmonious proportions, so that the most may be made of him that is possible.

CHARACTER BUILDING.

In other words, character building must be the ultimate end of education. In measuring a man it does not concern us to know from what school or what college he graduated, but the questions with which the world is concerned is: "How much is there of him?" "What can he do?" "How is he disciplined?" "How developed?" Figuratively, "What is his specific gravity?"

Whatever else the State may seek beyond all question, its first interest must be to have the children fitted for citizenship, and, consequently we are met with the inquiry as to the chief things which *all* children, irrespective of sex, color or condition, ought to be taught in order that they may become such citizens as will justify their having been educated at public expense.

First, then, they should receive a moral training. Right and wrong, from a moral standpoint, the standpoint, at least, of the golden rule, "Do unto others as ye would that they should do to you," should be instilled into their young minds, and this training, if successful, must be given, not from some printed manual of morals, but from the living example of the teacher. Hawthorne's story of "The Great Stone Face" is an illustration of the silent but powerful effect of influence upon the heart of a child, and when we remember that the children of our land are in the school during the most impressible years of their lives, and further remember, that to many, and perhaps most of them, the teacher is the model whom they seek to imitate, it makes the character of those who have the moulding of this plastic material, a serious question, and the State should exercise the strictest scrutiny over those to whom it intrusts its most precious treasures. •

The cutting of priceless gems should never be entrusted to unwise or unskilful lapidaries, much less should the immortal souls of the children be given to the training of careless or immoral teachers.

HONOR LABOR.

Second, is the condition that each child should be trained to honor labor, and to become fit for honest self-support. Children must be taught the idea of responsibility. The idea that no right, no

knowledge, no blessing, comes to any one in this world without accompanying responsibility. Does one gain knowledge, it is that he may impart it to others. Does he gain fame, it is that others may share in his honor. Does he gain wealth, it is that he may do the more good. This should be constantly the aim of the school—to teach the truth; that we are but stewards who must give an account of our stewardship, if not before the bar of Jehovah, certainly before the tribunal of those who shall succeed us.

No one has ever lived, be his destiny as obscure as that of one reposing in the church yard immortalized by Gray, or his fame as extended as that of a Cæsar or a Pompey, who has not been measured and weighed in the influence he has exerted upon all succeeding generations.

Children should also be taught the distinction between true and false knowledge. That knowledge which consists merely of words conned from the book, but which cannot be made available, is as useless as the wrecks of argosies, over which the waves of ocean roll.

As an illustration: Many an old-time housewife who from the ashes of her kitchen stove, set up a leach, putting in straw and lime, tried the strength of the lye with an egg, combined it with the waste fat from the household cuisine, and produced a barrel of soap, clear as amber jelly, which would supply the family a year, knew more of the principles of economics and of the real chemical reaction of an acid and a base than many a High school scholar who could tell you that a soluble base is called an alkali, but could put to no practical use the knowledge thus gained.

We must impress upon the youthful mind the idea, that he will be measured by what he can do, and not by what books he has studied; that the words of the text book or of the teacher must be transmuted by mental alchemy into ideas, and ideas must materialize into those things of which the world has need.

OBLIGATIONS AND DUTIES OF CITIZENSHIP.

The third essential thing in the work of the public schools, and perhaps the part most neglected, is imparting to the pupils, not of the High schools alone, but beginning with the lowest primary, so much knowledge of the workings of republican institutions, so much general intelligence on the obligations and duties of citizenship as shall make them safe custodians of the treasure of the ballot.

I feel that here we are making a great mistake. The questions of

government are left either to the higher Grammar or High school grades, and then frequently taught in a perfunctory manner, rather than as subjects involving our present happiness and prosperity as a nation, an ignorance of which will imperil the safety of the republican institutions, which we ought to prize as our richest and most sacred heritage. I am not making a rash statement when I say that many pupils can be found in our schools who can tell that a certain poem is written in dactylic hexameter verse, who could not tell the manner of electing a United States Senator, or any of the simplest processes of governmental functions. These things ought not so to be. The school platform and not the saloon or corner grocery should be the rostrum from which our embryo politicians should take their first lessons in the great principles of equality, liberty and justice, which are the foundation stones upon which the superstructure of our government is built. The schools should be nurseries of *Americanism*, as distinct from all other forms of government which exist. Patriotism should be developed not by the firing of rockets and booming of cannon on the Fourth of July, but by a systematic training in the principles of the Constitution of the United States, the Supreme Law of the land.

We learn that one part of the training of a Roman youth was to commit to memory the laws of the Twelve Tables, and to this circumstance, perhaps, we may trace the fact that Rome has given to the world her great system of jurisprudence, so that when her power, her splendor, her language went down, crushed by the overwhelming flood of Gothic barbarians, her laws survived the wreck and reappeared as the foundation of the judicial code of all European nations.

Should we do less for our youth than did pagan Rome?

The ideal of the public school will be reached when her object shall be to train those committed to her care, first, in morality; second, in fitness to gain an honest livelihood; and third, in the knowledge of the functions of our government and the duties and responsibilities of American citizenship.

Upon such a foundation can be built, firmly and systematically, any superstructure, classical or literary, scientific or commercial, which shall be a fitting crown to the honored work of the public school.

INVENTION and tact on the part of the teacher cannot do vicariously the rugged work of the pupil.—PROFESSOR NELSON, Kalamazoo College.

Morals at the University.

A significant event took place February 5th at the State University at Berkeley in the opening of the annual conference of the Young Men's Christian Association, and was held through the remainder of the week. There exists through the interior of this State to a surprising and alarming extent the belief that it is worth a young man's soul to send him to the State University at Berkeley. It is believed he would be surrounded there by an atmosphere entirely Godless, not to say vicious.

Indeed, a well-known divine remarked the other day, that while in the interior he had actually heard preachers enunciate these ideas from their pulpits, and ask in their prayers, for mercy on the misguided teachers and pupils of this hotbed of atheism, disbelief and Godlessness.

Another instance is related of a young man, who, after bringing much influence and pressure to bear on his parents, finally obtained consent to enter the University. He almost lost all through the efforts of the local preacher, who told the young man's parents that they might as well give him up to the devil.

It seems almost incredible that such belief is current when, in fact, the highest type of morality and religion is taught in every department by most able and intelligent men, many of whom are identified with one or more of the various churches. As to the students themselves, it would be difficult to find a similar body of young men and young women in whom is exemplified a better type of Christian manhood and womanhood.

An active and large Y. M. C. A. and Y. W. C. A., with Sunday Bible classes taught by different professors, ought to give the lie direct to such bigoted and narrow criticism as is made by many of the "guardians" of morality and religion in the interior. It is then to be hoped that these maligners of our great intellectual center will be effectually and forever silenced by the cordial greeting and reception given by the student body and faculty to the 150 delegates, representing the Young Men's Christian Associations in all parts of the State.—*Oakland Enquirer.*

A most important feature of the scientific instruction in the lower grade of schools should be the collection of specimens, which should form the subject of object lessons.—*Scientific American.*

The American Boy.

(Extract from an address delivered before the Kern County Teachers' Institute.)

BY HON. JOHN P. IRISH.

Now I am to discuss the question of the character and morality of the crop of men that California is producing, and not only California, but every one of the forty-four States in this Union. It is a question that has aroused the solicitude of the publicists, of the statisticians, of the penologists, and all those who concern themselves with sociology and with the science of human life in this country.

The statistics, ladies and gentlemen, show that for every increase of 25 per cent. in our population we have an increase of 40 per cent. in crime—for every increase of 25 per cent. in population an increase of 40 per cent. in crime! Of penological statistics, the most accurate that have ever been taken are those by Mr. Dugdale of New York. Those statistics show that of the convicts of the country 79 per cent. are men with no trade, without the knowledge of any handicraft, and, therefore, without any ability to resort to skilled labor in order to make their honest bread. Seventy-nine per cent. of the convicts in our States prisons are men without any trade, and without the knowledge of any handicraft! The average age of the convicts in the States prisons of this country is only twenty-seven years. Life poisoned and stunted and shrunken by crime at its very beginning!

Now, I know that a great many theories are advanced, and I know that a great many criticisms are directed toward the public schools to fix responsibility upon the public school system. Critics are willing to charge it upon the schools; they are willing to put the responsibility upon the teachers; they are willing to put it upon what they call "State education." Nor are we altogether blameless in the matter. I assure you that every man who advocates the overloading of the school curriculum; every man who advocates making the school take the place of the home and fireside teaching in the moralities; every man who does that is simply pointing the finger of scorn at the public school system. The whole duty of the parent to the child can never safely be put upon the State, nor upon the school teacher, and whenever a parent endeavors to put upon the teacher the duty which he owes to his child, that parent is increasing the responsibility of the school system wrongfully, and is giving his aid to the accusation that

this remarkable condition of affairs in our country is due to our common school system.

CRIME.

I have told you that 79 per cent. of the convicts in our States prisons, as shown by the statistics of Mr. Dugdale, are without a handicraft, without a trade. I told you last night that the tendency to the teaching of the arts as part of the curriculum is continually on the increase. It has gone so far that in all our large cities now, men are employed to teach the art of carpentry, cabinet making, and so on.

There is one safeguard against the lapse into bad habits, which in the judgment of men in all ages transcends all other safeguards in its usefulness, and that is the habit of industry and the opportunity of honest occupation.

* * * * *

Now, the American schoolboy, in all our large cities, when he leaves the common school is of an age to imitate his elders at work at some useful occupation. He should acquire a handicraft; he should learn a trade if possible. I was reared upon a farm, and I know that one of my earliest aspirations was to be a blacksmith. I know that I would have made a good blacksmith. One of my grandfathers was a blacksmith, and I wanted to be a blacksmith. That is the only handicraft I had a liking for, and to this day when I pass a blacksmith shop, and see the sparks fly as the hammer falls, and smell the perfumed iron, purified by fire, it makes me feel that I ought to have been a blacksmith. Whenever you find a successful man who in his youth learned a handicraft, you find a man who in his youth thereby learned and fixed the habits of thrift and industry before he was twenty years old; and let me tell you, fathers and mothers and teachers, all of you, that unless a man acquire habits of industry before he is twenty years old he will never acquire those habits at all.

HANDICRAFT.

It is supported by statistics that within the States of the Pacific Coast there are 20,000 American boys and youths who are gravitating between the sidewalk and the gutter, who are denied the right to learn a handicraft. None of the shops are open to them; none of the trades are open to them; they cannot be apprenticed to a handicraft; they are not allowed to learn. Here on our schoolhouses we raise the American flag, and we point to the flag and tell the children what it means; of the freedom and liberty that it represents; and yet the youth that are

educated under that flag in the schoolhouse are denied that right which the laws of their country should give them—to learn a trade, and earn an honest piece of bread by it. That is the reason, ladies and gentlemen, why you find that 79 per cent. of the convicts in our penitentiaries have no trade. Accurate labor statistics compiled at Washington estimate that there are 460,000 vacancies every year in all of the occupations of this country—in skilled trades and on the farms and in all occupations—and the statistics of immigration show that over 300,000 skilled mechanics, trained in the workshops of Europe, land on our shore every year—over 300,000.

Can you tell me what is going to become of the American boy? Can you tell me, ladies and gentlemen, what good is his education, when he finds every opportunity to learn a handicraft closed against him? What good has all the lavishing of your care and toil done to the boy, all the culture you have bestowed upon him, when he goes into practical life and is denied the opportunity of forming the habit of industry and thrift, which go with the learning of a trade?

The schools are feeling this in two directions. In the first place you are shown the 40 per cent. increase in crime in the country for every 25 per cent. increase of population, and the schools are pointed at. On the other hand the people who are too cowardly to enforce the rights of American born boys and to insist that to learn a trade shall be their right and that no man shall take it from them; the public men, the politicians, the men who control public opinion are too cowardly to enforce the right of the American youth to learn a trade.

THE AMERICAN BOY.

There was a time when an American boy had one place left where he could learn a trade, and that was the penitentiary. They did teach the handicrafts in the penitentiaries, but now the combinations that control what they call the labor interest of the country, and control the politics of the country, have at last purchased the right of the American boy out of the penitentiary. You go into San Francisco; if I own a shop there in my line—I am a printer—if I own a printing office I am not allowed to put my own son in that printing office to learn the art. I was talking with a carpenter the other day who belongs to the Carpenters' Union. He has four boys who have passed from the common schools. They are loafers on the street. I asked him, "Why don't you make carpenters of your boys?" He says, "I am not allowed to." I asked, "How many men

are there in your Union?" "One hundred and fifty." "Doesn't it occur to you that these 150 men that are in your Union are going to pass off the stage and that in the ordinary course of events old Father Time is going to shove his plane over you by and by, and who is going to take your places?" I asked, "How many apprentices do you allow to that number of men?" He told me, I think it was one to twenty—something of that kind. "One apprentice to twenty active men! Those twenty active men passing off the stage all the time and only one apprentice following along to take their places?" He said, "It never struck me that way before." He said, "I cannot make my boys apprentices; but, however, I get higher wages and I can afford to support them." "No," said I, you cannot afford to support them. There is no man so strong, being compelled to work himself, as to support four boys in idleness. You cannot afford to do it. There is no father can afford it. They ought to be acquiring a handicraft."

But this view is not permitted, and the whole thing is thrown back on the public school. You find the trades in the curriculum in San Francisco and in Oakland and they will have it so in Bakersfield by and by, for just as long as you teachers choose to be burdened and bear without a protest every burden that is put upon you, just so long burdens will be put upon you. You will find that this great scheme of what they call an industrial education will be introduced into the schools here.

From Duluth and Chicago to the Sea.

"We are anxious to know if large ships are conveyed from the great lakes through the Welland Canal and Ontario and St. Lawrence to the Atlantic, and thence across. In other words, are ships laden at Chicago, Milwaukee, Detroit, etc., to go to Europe? B."

Vessels are laden at Chicago or Duluth, and carry their cargoes directly to European ports. At the present time, however, no vessel drawing more than 9 feet when loaded to her Plimsoll mark can make the trip without lightening a part of her cargo at one or more places. Let us follow a vessel from Duluth to the mouth of the St. Lawrence. Her first lockage occurs at Sault (Soo) Ste. Marie rapids. This canal is about one mile long; the lock will carry a vessel 500 ft. over all, drawing 16 ft. Thence she will pass through several deep straits through Lake Huron, St. Clair River, Lake St. Clair, Detroit

river and Lake Erie. At the lower end of Lake Erie she enters Welland Canal. Here she must go down stairs through twenty-six locks a distance of 326.75 ft.; the locks on the recently enlarged canal are 270 ft. long, with 14 ft. of water on the sills. From the head of Lake Erie to Cardinal, a point in Canada just below Ogdensburg, N. Y., there are no obstructions. From this point, if ascending, she will probably have to pass through short lines of canal, aggregating 44 miles in length, and having only 9 ft. of water on the lock sills; if descending, she can avoid several of them. The canal farthest down the river extends from Lachine to Montreal, and avoids Lachine rapids. From this point there are no other obstructions except the winter accumulation of ice at the mouth of the St. Lawrence.

From the foregoing it will be seen that vessels drawing more than 9 ft. cannot go from Chicago to Duluth without lightening their cargoes through the St. Lawrence as far as Montreal. Moreover, the "Soo" excepted, everyone of these canals is in Canadian territory. So there is now a proposition to construct a ship canal from Lake Erie to Lake Ontario suitable for vessels drawing 20 ft., by deepening Oswego and Erie Canals to 20 ft., and by deepening the Hudson river below Troy to accommodate vessels drawing 20 ft. The plan is rapidly materializing and will probably be a fact within five years. By this means vessels drawing 20 ft. may ply between Chicago or Duluth and all European ports. Another canal has been projected from Georgian Bay to Lake Ontario. All these routes increase the commercial importance of Chicago and Duluth by decreasing the cost of transportation between the Mississippi valley and foreign ports. It may be a surprise to most readers to be told that a greater number of vessels clear from Chicago yearly than from New York, yet this is a fact. It only seems to emphasize the fact that a great commercial empire is centering in the Mississippi valley.

From Duluth eastward to the head of the Black Sea there will shortly be an uninterrupted navigation nearly one-third the distance around the earth for vessels of 20 ft. draught, all but about 3,000 miles of which is practically land-locked. From Duluth, right in the heart of the continent, to Sandy Hook this route is almost absolutely impregnable against foreign invasion. The value of this route from the Great Lakes to the sea may be seen in the fact that in 1891 about 30,000,000 tons of merchandise passed through the "Soo" and through Detroit river.—*J. W. Redway, in N. Y. School Journal.*

Should Teachers Be Pensioned?

(Read at the State Teachers' Association.)

BY MRS. M. PRAG, SAN FRANCISCO.

"Should teachers be pensioned?" is a question which during the past two years has been receiving considerable attention in many of the educational centers both in the East and West. The benefits accruing from the pensioning of teachers may be looked at from two general points of view—first, as regards the benefit to the whole school system; second, as an act of justice to the teacher.

Whatever tends to raise and improve the character of the teaching force is valuable and important. If the desire of the State be to induce the best minds to adopt teaching as a profession, it must offer sufficient inducement in order to attract those minds to that profession. The question then resolves itself into this: What inducement can a State offer to young men and women of ability to make *this* their *life* work? The privilege of retiring upon part pay has contributed to give Germany thoroughly trained teachers, and the best minds of that country are found in the ranks of that profession. They constitute a professional body, having a life tenure, and enjoy a social prestige similar to that of the clergy. But how different it is with us! How often do other professions draw from our ranks some of the best material because there is no adequate compensation for good work; no recompense for unselfish devotion to the best interests of the children, and hence of the State. What inducement is there for talented young men and women to enter this profession and devote to it the best part of their lives and energies? And yet, if any profession does need and should have the best and tenderest hearts, the finest intellects, it is that profession to whose members are intrusted our most precious possessions—our children; that profession which inculcates the doctrines which are the foundation of the success and prosperity of the commonwealth. In the hands of our teachers rests the protection of our country as much as in the hands of our soldiers. They are the great army of peace. This fact should convince any skeptic that no talent is too great, no intellect too vast, no mind too comprehensive to devote itself exclusively to teaching. But, in order to derive complete benefit from any intellectual pursuit, the mind devoted thereto should be above the daily pressure of planning and scraping for the necessities of life. The

finances of the future should be assured, and all anxiety concerning them should be removed. As a rule, people of an intellectual turn of mind are not very desirous of amassing wealth. All that most of them desire is a guaranty of protection against want when old age comes on, and the faculties are on the wane. Assure them of this, and you will be amazed at the personality of many who will join the ranks. It will not only raise the standard of the profession by adding by adding superior material, but will also induce many now in the profession to remain.

THE EFFECT.

"The effect of pensioning teachers," writes Professor Balliet of Springfield, Mass., "would be to draw a much higher grade of talent into the profession. It is unfortunately true that public school work does not, upon the whole, attract the talent the other learned professions attract. There is nothing *at present*, but the love of the work and the opportunity of doing good that tempts a man or woman of first-class ability to make it a life work; but the inducements, financial and otherwise, should be made such as would command the best talent that other professions command. Good salaries, better social recognition, permanency of tenure, and the certainty of being above want after years of efficient service are over, are the only means by which such talent can be secured for the work."

In the highest department of the public service, the Judiciary, life tenure and the security offered by ultimate retirement on full pay, lead men to accept positions on the United States Bench, at a sacrifice of much larger emoluments, who otherwise could not be induced to fill these positions.

Permanency of tenure and a pension after a stated period of efficient service are secured by law to teachers in all European countries that have marked advances in education. They must be secured here if our schools are to be placed upon an equal basis with the best schools in Europe.

Pensions are paid teachers in Germany, Austria, Hungary, Switzerland, France, Italy, Denmark, Norway, Sweden, Servia, Russia, Spain, Australia, Ontario, Argentine Republic. Pension bills are at the present time being considered by the Parliament of England. "A select committee has been appointed to consider the proposals and the success of the measure," says Professor Smith [*Educational Review* for November] "appears to be a foregone conclusion. It is supported

very generally by the press, and will have able advocates when it comes up for public discussion."

According to the very latest German Pension Reports, a teacher, after ten years of service, may retire upon 25 per cent. of his salary; one-sixtieth of his salary is allowed for every additional year of service, until forty years of service are reached, when he is retired upon 75 per cent. of his salary. Similar conditions exist in Austria and Switzerland. In France a teacher may retire upon full pay after thirty-five years of service—in Russia after twenty-five. Certain wealthy cities such as Paris, Lyons, Frankfort, Berlin, Hamburg and Vienna are more munificent than their National Governments. In both France and Germany the teacher's pension, or a part of it at least, may be continued after his death to his widow and minor children. Prof. Klemm, Washington, says, "If we ask, what will be the probable effect of a pension upon the quality of teaching, we can say, that from the fact that in countries where teachers are pensioned there is a PROFESSION of teaching,—hence the expectation of being cared for in old age or in case of disability has something to do with retaining in this profession people who would otherwise forsake it."

THE RESULTS OF PENSIONING.

Commissioner O'Brien, of New York, says, when speaking upon the subject, "One of its best results will be not to the individual teachers but to the system as a whole. It will make it possible to pension off and retire those who are now of little use in the class-room, on account of their advanced age and infirmities. They have become old and worn out in the service and are retained now through sympathy. The board of education is unwilling to throw them out of employment, for many of them have received such small salaries that they have been unable to lay up anything. With this ability to pension its worn-out teachers the Board will feel at liberty to consult the welfare of the school system. Beside all this, teachers deserve a pension after twenty-five or thirty years of service."

Prof. Smith, of the Educational Bureau, Washington, writes: "without a measure of this kind the most faithful and competent teachers are in danger of coming to want in their old age, or must often be retained in active service long after the time when they are able to discharge its duties effectively."

It would tend to the direct improvement of the quality of teaching. It would make of teaching a life profession instead of being as

it is too often now—a stepping stone or halting place on the road to other professions. It would give it that stability to which it is entitled as a State institution. Anything that will make the best minds devote their lives to this profession which is, perhaps, the greatest force in the development and advancement of our civilization, is, and should be, a matter of State consideration.

Pensions will secure to teachers that tenure of office so necessary for success. Let the State adopt a high standard for admission to this profession, let it demand the greatest efficiency and then let it make it an object that the best talent, that now too often holds aloof from the profession of teaching, is attracted to it. As so many new avenues of employment are being constantly thrown open to women, we shall and do find it to be true of them, as of the men, that the best talent gradually seeks other channels in which the inducements are greater, where they can look forward to the future without anxiety and fear.

We have looked at the subject from the first point of view,—benefit to the school system, we will now glance at it from that of its justice to the teacher.

Does the State owe the teachers a pension? Mr. Raymond, Editor of the State Series of text-books, presented this point in a clear and concise manner before the Educational Committees of the last legislature. His idea in the main was as follows,—the time being too limited to give the full text:—

THE TEACHER'S CLAIM.

“The claim of a teacher for a pension rests primarily upon the relation which the laws of the State have created between his work and the Government. It is an undeniable proposition that any public service rendered by invitation of the State, through its laws with compensation fixed by the State or local government under it, and continuing for such length of time, and for such lines of compensation, that a competence for old age cannot be acquired from it, entitles the person rendering such service to some degree of public care when it is completed. The service of the public school teacher fits this exactly. The State has established a monopoly, a gigantic monopoly—The Public School System; a monopoly which it completely controls. Why has it done so, Art. IX, Sec. I, of the State Constitution answers: “A general diffusion of knowledge and intelligence being essential to the rights and liberties of the people, the legislature shall encourage, by all suitable means, the promotion of intellectual, scientific, moral and

agricultural improvement." For no less a reason than to preserve the rights and liberties of the people has the State felt justified in creating this monopoly, and absorbed the right of establishing and maintaining schools, having removed it almost beyond the pale of competition. Having done this, does it not take upon itself the obligation of looking after and providing for its employés?"

The teachers' claims upon the State are many and strong. The proper filling of the office of a teacher requires an amount of bodily and mental vigor, patience, tact, and an elasticity of spirit, that become exhausted after twenty-five or thirty years of active, faithful service. Salaries paid teachers afford them no sufficient margin to make adequate provision for old age.

Teachers, after years of preparation, must still continue studying in order to keep abreast of the progressive spirit of the age. Time, energy, money, must be spent in study and books. Other employés of the Government are supplied with the necessities for their work,—teachers must supply their own.

A teacher after years of study and often years of waiting, obtains a position. In San Francisco this means at first, \$50 per month, \$600 per year. In the country it means much less, especially in places where schools are kept open only six or eight months of the year. In the city, after ten years of experience, the highest salary reached by the majority is \$80 per month. In the country it is much less. These positions are, for the most part, filled by refined and cultured women. Men of the same intellectual caliber will not, and cannot afford to take these positions. You say, "Well, but men, as a rule, have families to support." What of these women? How many of them have families to support, aged parents, invalid or young and helpless brothers and sisters? Upon how many of them does the chief burden of maintaining the home fall? How many of them are widows, doing both the father's and the mother's work?—And the man who is willing to work for a mere living, to devote himself to the education of the children, when broader fields spread themselves temptingly before him, does he receive full compensation for his labor? Would twenty or thirty years of the same earnest, faithful service in any other profession, reaching thereby the uppermost round of the ladder, not bring him a far greater moneyed compensation?—How much can be saved out of a teacher's salary? They must live well to nourish body and soul, if they would do good work. They must dress well. They need books. Alas! there are the doctor's bills and the dentist's bills. They must oftentimes help

those poorer than themselves. Take a teacher in the country at \$50 per month who teaches eight or even ten months of the year, how much can she average in twenty years? Enough to make her comfortable in the almshouse.

WILL IT LOWER SALARIES?

The claim is made that in Germany the salary paid teachers are lower than here, and therefore they are pensioned. Judging by several articles which have appeared upon that subject in *The Nation*, many of their higher teachers or professors actually receive better salaries, dollar for dollar, than our best paid professors. In addition to their salaries, many of the German teachers have perquisites in the shape of dwellings, fuel and fees, which considerably swell the gross receipts. And even if it be otherwise, if their salaries be actually less they are not so relatively or proportionately. Compare the relative wages of a German teacher and a German mechanic with those of an American teacher and an American mechanic. Is not the relative difference much greater in Germany than here? Relatively, with other wage-workers, if we take the pay of unskilled labor as a standard of wages, are not German teachers as fully, if not better, paid than we are, especially when you consider how much less is the cost of living in the Old World?

Will the granting of pensions lower salaries? I asked that question last winter of the chairman of the Senate Educational Committee (Senator Denison, of Alameda). "What justice would there be in lowering the salaries of our teachers?" He replied, "Because of the possible five or ten per cent. who may after twenty-five or thirty years receive a pension? What right would there be in lowering the salaries of the majority because of the few who may be benefitted?" Has the non-granting of pensions raised salaries? Besides, the power which grants pensions and the power which fixes salaries, are two very distinct bodies.

How can this matter of pensions be brought before the public? Only by an organization of the teachers of the State. Should teachers organize? Do you believe that the teachers of this State should stand together as one body to look out for the best interests of the profession? If you do, when and where can you find a better time than the present, and a better object than this? There can be no successful organization without a definite object. Let our object be the

pensioning of our veterans, and with this object in view let us organize.

THE LAST SESSION OF THE LEGISLATURE.

Sometime towards the close of the last session of the Legislature a bill was introduced having for its object the granting of pensions to the teachers of the public schools after a definite number of years of service. It was reported upon favorably by the Educational Committees of both the Senate and the Assembly. Its late introduction, the rush of business attendant upon the close of the session, and the death of our U. S. Senator, caused so many unlooked-for contingencies to arise, that it was thought wiser not to push the bill, but to wait until the next Legislature, by which time the idea of the justice of granting teachers a pension would have been disseminated throughout the State, and the advantages accruing therefrom would have been brought before the public.

Encouraged, however, by the success that had met the exertions of the comparatively few teachers who had initiated the movement, and had been instrumental in introducing this bill, and by the kind reception given it by both committees, the desire has arisen to organize the teachers of the State into an association, to work harmoniously to advance the course of the Pension Bill before the next Legislature.

ORGANIZATION IN THE PENSION INTEREST.

The first step in this direction has been taken by the teachers of San Francisco in the organization of the Teachers' Pension Association. Alameda county has taken up the cause and organized its branch of the T. P. A. They earnestly request you, the representatives of the teachers of our State, to take hold of this matter and help them organize a State Association, with an active branch in each county. It is only by concerted action that anything definite can be accomplished. I will detain you but a few minutes longer, in order to outline as concisely as possible the object and aim of these associations.

To create a sentiment in favor of a pension, to encourage discussion regarding the pension, to enlist the sympathies and assistance of parents, guardians and friends of our public school system in behalf of a pension, and to secure in 1893 the passage of a Teachers' Pension Bill are the objects of the Teachers' Pension Association. The active body of the Association in San Francisco consists of a General Board, composed of one delegate from each school. The General Board is

subdivided into the Executive Committee, to take charge of the general work; a Correspondence Committee, to enter into communication with all those interested in the cause; an Information Committee and a Finance Committee. The dues, which are fixed at the nominal sum of ten cents per month, are used to defray the necessary expenses.

What I am here to ask of you to-day is, that if you are in sympathy with this movement, if you believe in it as we do, and as do many of the leading educators East and in Europe, if you are willing to help the teachers and the cause of education, then organize. It will be your duty during the coming months to discuss this matter with your colleagues, to bring it before the prominent men and women of your community. You will find many opponents; but has any great movement ever been inaugurated without opposition? It will be your duty to convince them of the right and justice of our cause. Rouse a sentiment in your community in favor of the Teachers' Pension Bill, and let that sentiment be heard and felt in our next Legislature. We have had much opposition in our own ranks and among our own friends, but every day it is growing less. Some of those who laughed and jeered at us at first have come over to our side, after months of thought, and have said: "We see justice in your movement, and are ready to aid you."

TO THE TEACHERS.

One word to the young teachers: This bill may not seem of interest or importance to you now. You never expect to teach twenty-five or thirty years. Oh, no! But remember, the years glide by only too soon, and before you realize it it may be a matter of vital importance to you.

Among the older teachers some are slowly reaching the limit of their powers; old age is creeping, creeping on; savings are but scant. Who will look after them when old age overtakes them? If the State will not do so, will not the helpless one become a care and a burden upon the young teachers? Shall they or the State pension our veterans? We claim that it is the duty of our State to pension and care for her teachers—they who train our rising generation to become good men, good women, good citizens.

We see all the European nations gradually acknowledging the teacher's right to a pension; there is a universal drift in that direction, and it cannot be long before our own State will recognize the need and justice of this movement.

Then let our glorious State be in this as she is in every good move, the pioneer. Let her, with her wonted liberality and generosity, show her older sisters the way. And her children and her teachers shall rise up and call her blessed.

"Now I Lay Me Down to Sleep."

The fire upon the hearth is low,
And there is stillness everywhere.
Like troubled spirits here and there
The firelit shadows fluttering go,
And as the shadows round me creep,
A childish treble breaks the gloom,
And softly from a further room
Comes: "Now I lay me down to sleep."

And, somehow, with that little prayer,
And that sweet treble in my ears,
My thoughts go back to distant years,
And lingers with the dear one there;
And as I hear the child's "amen,"
My mother's faith comes back to me—
Couched at her side I seem to be,
And mother holds my hands again.

Oh! for an hour in that dear place!
Oh! for the peace of that dear time!
Oh! for that childish trust sublime!
Oh! for a glimpse of mother's face!
Yet, as the shadows round me creep,
I do not seem to be alone—
Sweet magic of that treble tone:
"And now I lay me down to sleep."

—Eugene Field.

A TRUE system of education should provide for the general cultivation of the individual, as a human being, before his active powers are turned to the pursuits of a trade or a profession.—PROF. JOSEPH ESTABROOK, Olivet College.

AH, you never will realize until you have tried it what an immense power over life is the power of possessing *distinct aims*.—ELIZABETH STUART PHELPS.

METHODS AND AIDS.

A Schoolma'am's Boy.

BY C. M. DRAKE.

I had to do it. There are limits even to a schoolmaster's patience, and I had heard that same story so many times before. She had been a teacher herself for many years, and had been noted as a very rigid disciplinarian in her schoolroom. Woe to the unlucky youth who dared give her the faintest impudence, and alas! for the back of the transgressor of one of her rules. But it has long been a proverb that the child of the cobbler goes barefoot, and it is no less true that the average school-teacher's child hits your tottering belief in a personal devil such a rap that you become the most orthodox of orthodox in that article of the creed. Who ever knew the child of a schoolma'am to be obedient and well-trained? Echo answers "Who?"

She had brought the boy to my schoolroom very early in the morning, and she had gone over the story I had heard from so many lips before—how his health was so delicate, and his brain so active, and his nerves so easily upset, and how much more easily he could be coaxed than driven, and how his education had been somewhat desultory, and how she hoped he would not learn badness from the other boys, and how subject he was to headaches when he studied too much, and what I could do when he had the headache—and all the time she never seemed to realize that the story she was telling was the identical one she had so often heard other mothers tell, time and time again, to her when she was a teacher. No, indeed! This time it was her darling that was under discussion, and there never had been and never would be another such a young one as hers.

I couldn't stand any more of it, and I broke out with: "Look here, Mrs. Smith, you ought to know better than this, and you ought to know that I know better than to be taken in with all this nonsense. I know just what's the matter with this boy, and so do you. He is seven years old, and he has never been made to mind an hour in his life. He is as impudent as a brass monkey, as unruly as an off ox, and needs killing a dozen times a day. He overloads his stomach at all hours, with all sorts of dainties, and that is why his head aches.

He knows more meanness now than any school can teach him. I shall advise the boys to knock him right over if he don't keep his place on the playground, and I shall do the same with him if he don't behave in school. Coax him, indeed! Look here, young chap! Your mother is sending you to school to me because she can't manage you at home. I know just what to do with you, and so would your mother if you were somebody else's boy. Sit right down in that seat. I'll tend to your case when your mother is gone. Good morning, Mrs. Smith. I understand this case. You'll know what the matter is if he can't sit down comfortably to-night. There may be good stuff in the boy, but he has been terribly spoiled. We both have had lots of such boys before. Good morning, Mrs. Smith, good morning."

"The Nines."

"The nines are so hard," said Fred, running in from school the other day. "I missed on them. Is supper most ready? I'm so hungry. Say, mamma, do you think you could help me learn them?"

"Yes, my dear, after the supper things are cleared away I will help you; and the supper is almost ready. Wash yourself and set the chairs around the table. Are the girls close by?"

"Yes, there they are at the gate." And in came Daisy and Nellie and Ralph, too.

Bright young faces soon surrounded the well-spread board, and unspoiled appetites enjoyed the wholesome meal. "Mamma's bread is the best in the world!" attests one eager voice, while others chat of the day's doings in school.

Soon, the meal over, the boys hasten to milk the cows and bring in the wood for the fireplace, while the girls, with deft hands, wash and wipe the dishes.

As I get out my mending basket I say: "Daisy, we are going to have a blackboard lesson to-night. Please get the chalk and write 'The Nines' neatly on the blackboard. (We have a blackboard, one of the cloth kind that rolls up like a map, and it is very useful.)

"Oh! good! good!" cried Ralph and Nellie; "mamma's blackboard lessons are always so interesting."

"But I do not know what she can find to tell us about 'the nines'" said Fred.

"I mean to let you tell me some very interesting things, said I; "so put on your thinking cap and be quiet."

By this time the blackboard looks thus:

$$\begin{array}{r} 1 \times 9 = 9 \\ 2 \times 9 = 18 \\ 3 \times 9 = 27 \\ 4 \times 9 = 36 \\ 5 \times 9 = 45 \\ 6 \times 9 = 54 \\ 7 \times 9 = 63 \\ 8 \times 9 = 72 \\ 9 \times 9 = 81 \\ 10 \times 9 = 90 \end{array}$$

"Now all of you look at the board thoughtfully and don't speak. Perhaps some of you will discover something curious. I will give you five minutes."

Before they were up I saw Fred had discovered something, and was aching to tell it; so when I gave the signal he burst out with: "They count right straight down. Don't you see they do?" And he rose and showed Ralph, pointing to the tens column. "See, 1, 2, 3, 4, 5, 6, 7, 8, 9!"

"And," said Daisy, "the unit column counts backwards."

"So it does," exclaimed Fred. "See, 9, 8, 7, 6, 5, 4, 3, 2, 1," running his pointer down the line of figure. "I never noticed that before. I believe I shan't miss now. I always know $2 \times 9 = 18$, and $3 \times 9 = 27$, and $5 \times 9 = 45$, and $10 \times 9 = 90$, and some of the rest. Now, if a fellow doesn't know 4×9 , all he has to do is to take $3 \times 9 = 27$, add 1 to the 2 and take 1 from the 7. There you have it, 36! Why is it, mother? What makes it count up and down so?"

"Well, you see, Fred, every time you add 9 you add 10—1, which is the same thing. You add one ten and subtract one unit."

"O, yes! so we do!" they chorused.

"And there is another curious fact which will help Fred more still. I wish I had known it when I was a girl. Don't you see the tens figure each time is one less the number of times nine?"

"So it is! Hurrah!" said the boys.

"And also (here is more help still) don't you see that with the unit figure it makes 9 every time?"

"Who can't say 'the nines' now?" cried Fred.

"1 and 8 equal 9; 2 and 7 equal 9; 3 and 6 equal 9; 4 and 5 equal 9; 5 and 4 equal 9; 6 and 3 equal 9; 7 and 2 equal 9."

"Why didn't we see it all before? I'm going to tell all the boys at school in the morning."—*The Children's Friend*.

Drawing Excerpts.

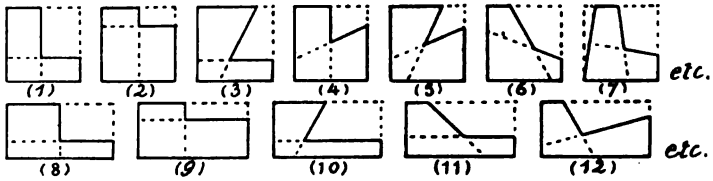
(Copyrighted 1891, by Paul A. Garin.)

NUMBER I.—(Continued.)

FROM THE DRAWING COURSE FOLLOWED IN THE PUBLIC SCHOOLS OF OAKLAND, CAL.

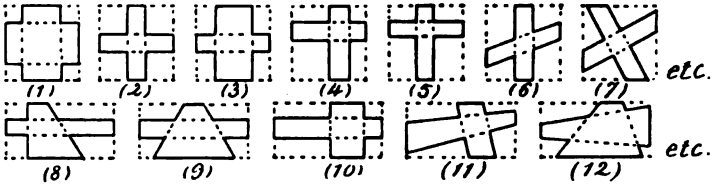
PAPER PRISMS WITH IRREGULAR BASES.

Dividing the bases of prisms into unequal parts gives a great number of new bases. For instance, the two steps may be changed into:—



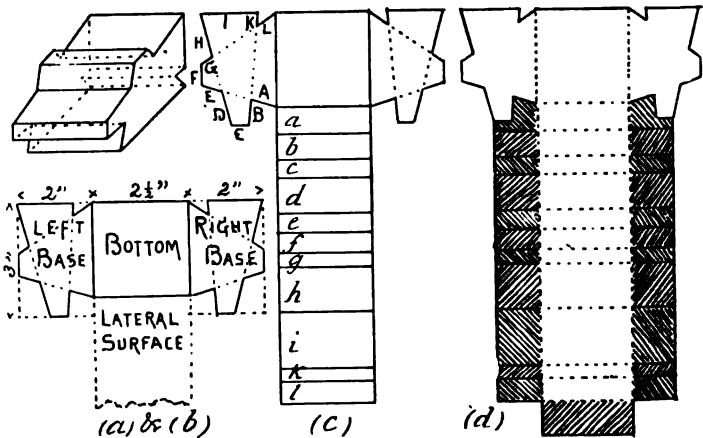
(Fig. 9.)

The Greek cross may become:—



(Fig. 10.)

Paper prisms with irregular bases are made by the "General Method" described in the December (1891) number of this Journal; for instance:—

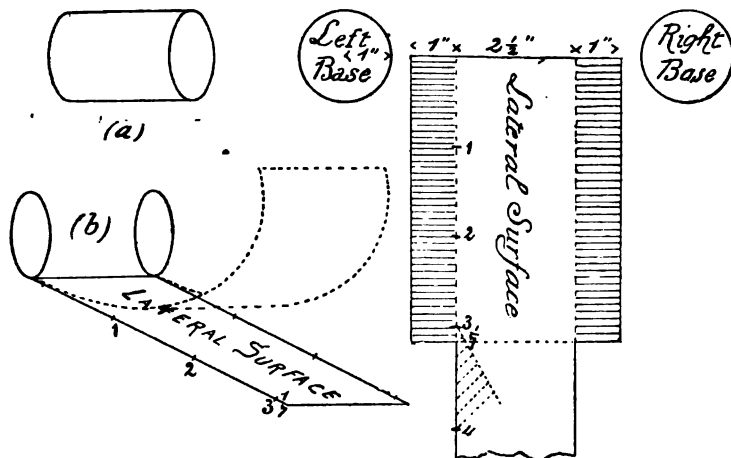


(Fig. 11.)

THE CYLINDER.

The covering of the cylinder consists of three pieces:—Two equal circles for its bases, and a rectangle for its lateral surface.

Let the bases be one inch radius each and the height $2\frac{1}{2}$ inches.



(Fig. 12.)

(a) Cylinder (b) Unfolding.—Notice that the LATERAL SURFACE MUST BE 3 1-7 TIMES THE LENGTH OF THE DIAMETER OF ONE OF THE BASES.

With a radius 1" long, describe right and left bases.

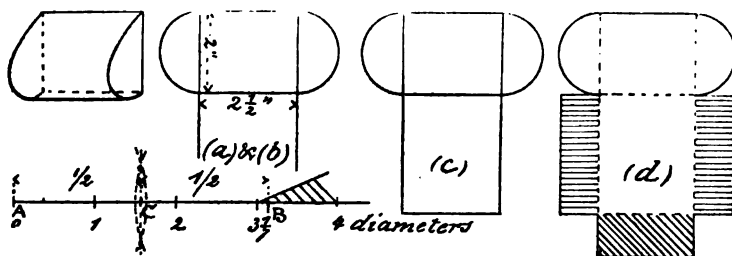
Draw a vertical line, four (4) times the length of the diameter of one of the bases; divide the last length into 7ths.

Make a rectangle 3 1-7 diameters long and $2\frac{1}{2}$ inches wide.

Leave extra surfaces at the bottom and on each side. The added surfaces on each side should be cut into VERY FINE STRIPS. Fold, paste, etc., as in other prisms.

Half and quarter prisms are treated in the same manner, Ex :

ASTRAGAL OR BEAD MOULDING.



(Fig. 13.)

OVOLO OR QUARTER ROUND MOULDING.

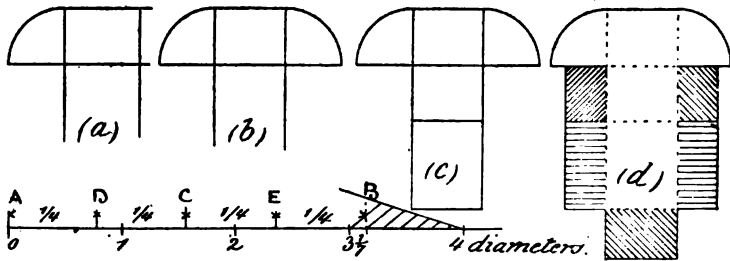


Fig. 14.

CAVETTO OR COVE MOULDING.

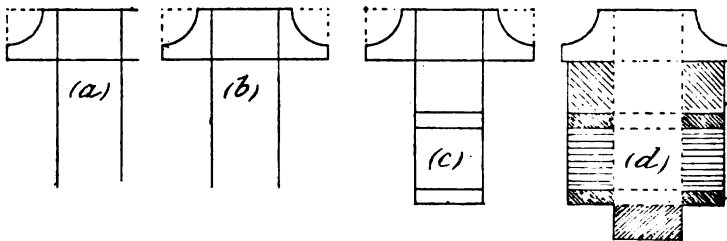


Fig. 15.

(To be Continued.)

The Skillful Listener.

The skillful listener, methinks, may hear
 The grass blades clash in sunny field together,
 The roses kissing, and the lily, whether
 It laugh or sigh low in the summer's ear,
 The jewel dew-bells of the mead ring clear
 When morning's nearing in the sweet June weather;
 The flocked hours winging, feather unto feather,
 The last leaf wail at waning of the year.
 Methinks, from these we catch a passing song
 (The best of verities, perhaps, but seem),
 Hearing, forsooth, shy Nature on her round,
 When least she imagines it; birds, wood and stream
 Not only, but her silence profound,
 Surprised by softer footfall of our dream.

—John Vance Cheney.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

County Institutes.

TEHAMA.—The twentieth annual session of the Institute was called to order Monday morning, January 4, 1892, in the Lincoln street school building, Red Bluff, by County Superintendent, Belle Miller.

Miss Miller delivered a spicy address upon the duties of the teacher to himself and others—urging upon the teachers the importance of keeping abreast of the times by reading some good school journals.

On a motion, the members of the clergy, press, Board of Education and visiting teachers were enrolled members of the Institute.

P. M. Fisher, editor of the JOURNAL, was conductor, and took charge of the subject of "Arithmetic" until noon.

Miss Sarah L. Owens presented the subject of Primary Language and Mrs. A. O. White that of Primary Geography.

On Tuesday E. T. Pierce, Principal of the Chico Normal School, and Professor Seymour of the same, being unable to attend, Professor Wilson came as a substitute. Miss Anna Morgan entertained the Institute by a talk on "Mathematical Geography." Professor Wilson spoke upon the subject, "Pedagogy and Psychology." This fascinating discourse was continued on the following day.

At noon Tuesday the convention adjourned, to attend the funeral of W. H. Bahney, formerly County Superintendent.

A large number of teachers and citizens assembled in the courtroom at 7:30 P. M., Tuesday, and were entertained for an hour by songs and by a very interesting lecture, "The Coming American," by Conductor P. M. Fisher.

On Wednesday morning, until 11 A. M., Conductor Fisher presented the subject, "Primary Arithmetic," and J. D. Sweeney "Spelling and Word Analysis." From 11 A. M. to 12 M. Prof. Wilson continued his talk on "Psychology." After noon Professor Wilson explained the so-called hard subject, "Specific Gravity," until recess, when he resumed his address on "Pedagogy." Just before adjourning for the day,

Supt. A. B. Coffey of Sutter county was introduced, and made a few facetious remarks, interspersed with sound logic. His pleasant face and stimulating effect on the audience was appreciated. Come again, Bro. Aaron.

Variety is the spice of life, so at 7:30 P. M. the teachers convened in the Supervisors' room and discussed about forty varied questions, in the form of question and answer. This was an innovation, and was keenly enjoyed by all. Superintendent Coffey varied the programme by his humorous stories.

On Thursday Prof. O. E. Graves illustrated some practical work in "Elementary Geometry." Miss Fannie E. Johnston presented the topic, "Grammar from the State Book." Vice-Principal Bingham conducted an exercise in History, explaining methods and illustrating modes. Mr. Fisher delivered an address on "Habit in Education."

Impromptu speeches are an "owl" topic, yet they proved to be new to the teachers when on Thursday evening they were called upon for three-minute speeches on "Our Wives" and "The Silent Woman," etc. Don't do it again! Please *don't!!*

On Friday forenoon Conductor Fisher gave short talks on the subjects of "The Study of Literature in the Public Schools" and "The Essentials in a Course of Study." Professor Anderson, State Superintendent, having succumbed to the rigorous climate of Riverside, Mr. Fisher discussed "School Law" during the afternoon.

In the report of the Committee on Resolutions Mr. Fisher was congratulated upon his escape from the inclemency of the southern citrus belt, and, through Miss Johnston, chairman, was presented with some large oranges, grown in the yard of Principal O. E. Graves. L. W. Warmoth at the same time presented him with a sample orange from the southern citrus belt.

At 3 P. M. the Institute closed, one of the most successful sessions for years.

Among the welcome visitors present, not mentioned above, were Supt. Eliza Welsh, of Shasta county, Principal Allison, of Redding, Vice-Principal Blodgett of the same place, Wm. Ringnald of Edgewood, S. F. Stuckey, and others. S.

ALAMEDA COUNTY.—The Alameda County Board of Education recently passed a resolution that upon unanimous petition from the Board of Trustees of School districts in Union High School districts the County Board will grant at the end of the Eighth grade to the

pupils who care to embrace it, a permit to attend the Union High School, but the petition must be unanimous.

Mrs. J. W. McClymonds, wife of the Oakland Superintendent of Schools, has presented the Board of Education with a handsome oil painting of the old Mission of Monterey.

The World's Fair Commissioners have appointed a Committee on Schools and School Exhibit. County Superintendent Frick and City Superintendents McClymonds and Sullivan are members of the committee, and the teachers have been notified that they are expected to prepare an exhibit of school work.

W. O. Dickson, Principal of the Haight School, Alameda, and member of the County Board of Education, died recently, after a brief illness. He was a graduate of the San Jose State Normal School, and was formerly a Principal of schools in San Jose. He was a bright, active school man. He leaves a young widow, formerly Miss Fitzpatrick, teaching in the Alameda schools.

SAN LUIS OBISPO.—The town of Cambria and nine adjoining surrounding school districts recently voted for a Union High School by a vote of 93 to 13.

Paso Robles also voted on the proposition and the vote was practically unanimous.

Santa Maria and Lompoc each have High Schools in successful operation.

At a recent election covering thirteen districts with San Luis Obispo as the dominating town, nine districts were unanimously favorable, two more were strongly in favor, and two were against; out of a total vote of 255, 235 were for the school.

A local paper says :

Every one who voted for it did so with the express understanding that the location was to be the town of San Luis Obispo, and to this end it is hoped that the local Board of School Trustees will offer such inducements as will reduce the running expenses for the first year at least to the lowest point consistent with placing the High School upon a proper basis. As the law is crude and imperfect in many of its details, the first year's working will be to some extent experimental, but there is nothing so defective but that it may be fully overcome by united and determined action upon the part of the board of control. Moreover, the first year's experience of this and other schools organized under the same conditions will enable the coming Legislature to intelligently revise and amend the law. Let us have in San Luis Obispo such a High School as will be second to none in California.

Good for San Luis ! Good for Superintendent Armstrong !

The Board of Supervisors have taken steps to abolish the "Revolving Fund" created for the purpose of purchasing school text books.

The County Board of Education instructed the Secretary to notify the County Superintendents of Alameda and San Benito Counties that San Luis is not yet ready for general reciprocity in the matter of county certificates.

SONOMA.—A lady applicant for a certificate at the recent teachers' examination in Santa Rosa, wrote "London, Paris, San Francisco, Sacramento and Stockton," in reply to the question: "Name the five large cities in the United States." The poor thing was either terribly "flustered" or densely ignorant. It is not probable that she obtained the coveted certificate.

Mrs. Fanny McG. Martin, Supt. of Sonoma, writes: "Please announce in your most excellent journal, that the Sonoma County Teachers' Institute will meet in Santa Rosa on April 11th, at 1:30 P. M.

"Dr. Winship, Will S. Monroe, Profs. Earl Barnes and C. M. Gayley will be with us a portion of the time."

SOLANO.—Superintendent Webster writes: "Our county board has just made a new manual complete. The work in the State Grammar has been cut down to 66 lessons.

"The smallest number of applicants ever before known in the county took the last examination, and for the first time in the history of examinations here every applicant was successful."

NAPA.—By action of the Board of Education any candidate hereafter applying for a Primary Certificate, and receiving 85 per cent., may have two years in which to take studies and make preparations for a Grammar Grade Certificate.

CALAVERAS.—The Calaveras *Citizen* recently published the following letter from Superintendent Nuner:—

"The change made in the payment of taxes cut the State apportionment down at least \$3,000, and the only way to bridge the difficulty is by a welcome bequest.

"Mr. Alexander Squires, a gentlemen living near Mokelumne Hill, died Dec. 25, 1891. Mr. Squires, being a great admirer of the public school system of California, and, wishing to be instrumental in promoting the educational interests of the county in which he had spent so much of his life, willed about \$3,000 to the schools of Calaveras.

"The attorneys expect to have the estate settled by the last of May

or the first of June, and I trust it will be possible for them to do so, for the money could not be received at a more opportune time, as that amount will give each district, nearly \$3 on the average attendance of each pupil.

"Should the money from the Squires' estate be received by the 1st of June, the district clerks may expect to receive an immediate notification from me regarding the amount apportioned to each district.

"Respectfully, WM. M. NUNER, Jr."

W. D. THOMPSON, Clerk of Board of Trustees, Eureka District, Santa Cruz Co., writes: "In your December issue I find a small paragraph including therein as follows:—

The decided sentiment of Australia is reported as being in favor of a free compulsory and secular public school education.

"From personal knowledge acquired during a twelve years' residence in that country I can assure your many readers that their educational system for the past fifteen years, after a careful study of the United States, Canadian and other school systems, is in every particular, public, free, secular and compulsory; the compulsory portion being carried out to the letter. Even employers are prohibited, under penalty, from employing juveniles unless they be provided with school certificates showing that they have attended a grade as prescribed."

THE following is a specimen programme, showing what some of our southern friends are doing.

PASADENA TEACHERS' INSTITUTE.

The fifth monthly meeting of the Pasadena Teachers' Institute, for the current school year, will be held at the Wilson High School, Saturday morning, February 6th, at 9:30 o'clock. The entire programme will be given to the consideration of English language and literature.

PROGRAMME.

Myths and Tales for the Primary Grades,

MISS HARRIET A. LUDDINGTON, Public Schools, Riverside.
English in the Grammar Grades,

MR. C. E. JONES, Principal of Schools, Alhambra.
Study of English in the High School,

MRS. THEO. COLEMAN, High School, Pasadena.
English Speech from College Training,

REV. D. H. COLCORD, Pomona College, Claremont.
Literature and Ethical Culture,

MRS. HARRIET C. WADLEIGH, University of Southern California
Teachers and friends of education generally are invited to meet with us.

WILL S. MONROE,
Supt. of Schools.

Important Information Relating to School Census.

Superintendents, School Boards and School Trustees should carefully read the opinions of State Superintendent Anderson on points touching the School Census. It seems that he has thrown light upon every controverted point, and census marshals should carry a copy in their field books and not fail to understand and follow the directions laid down. If they do (and superintendents should see that it is done), the State will receive the most complete and most accurate census ever taken here.

Do Pupils Work Too Hard?

Superintendent Swett has been making systematic inquiries among parents as to the amount of home study by the pupils, and the results as to health. Responses have almost unanimously condemned the practice of home study, and many instances of resulting ill health have been cited. Superintendent Swett says:

The present course in the High schools includes more than is required for admission to the University, and here is the chief cause of trouble. For instance, solid geometry is not required for admission to the State University, as it is taken up from the beginning of the Freshmen year. If that part of geometry were cut off it would relieve the High school pupils of from one to two hours' study a day for five months. If there is need of any further reduction of work, astronomy—not required by the University—can be lopped off. The smattering of that study which is acquired in a few weeks' cramming is worth so little that it would hardly be missed. If any further reduction be needed, the work in chemistry can be curtailed to just what is needed by the University, and no more. To reduce the hours of home work, many parents have suggested that the school session should be extended to 3:30, and an additional half-hour be allowed for study at school. The recommendation is a good one.

We have three High schools. There seems to be no good reason why they should all be reduced to a Chinese uniformity in courses of study. In the Boys' High school a considerable number of students, ninety-seven, are looking forward to the University. In the Girls' High school a large number, 137, intend to enter the Normal class. In the Cogswell School technical training is an important element in the course. Is it not in the line of modern educational progress, and in accordance with common sense to allow some differentiation of studies to meet the different needs of students?—*N. E. Journal of Education*.

A California newspaper, noticing the final result of this inquiry by Superintendent Swett, observes:

"Overstudy in the schools" has just been proved in another instance to be mostly a bugaboo. Recently the San Francisco Superintendent of Schools sent

out letters to parents of pupils in the Girl's High school asking them if their children were overworked, and sixty per cent. of the parents—true to the tendency of human nature to “kick” under all conditions—replied in the affirmative. Then the School Board proposed to reduce the course of study, but it was met by an overwhelming protest, signed by children and parents. The first demonstration had been only a little growl, which they didn't really mean.—*Oakland Enquirer*.

Reception to Hugh J. Baldwin, Pres. of the State Association.

The County Board of Education recently gave a reception in honor of Prof. Baldwin, who is President of the State Teachers' Association, at the residence of Mrs. L. G. Riddell, on Coronado Beach. There were present Joaquin Miller, Madge Morris, County Superintendent Wagner, City Superintendent DeBuru, the members of the County and City Boards of Education, and a large number of teachers. An informal musical and literary entertainment was given. Joaquin Miller read one of his recent and unpublished poems. Mrs. Peck and Professor Davidson sang several duets. R. E. Bush, teacher of the school at Encinitas, read a poem. Mrs. J. Powell Rice entertained the company with several piano solos, beautifully rendered. Following this, congratulations were extended to Professor Baldwin, the evening closing with refreshments.—*San Diego Sun*.

Superintendent Thurmond.

Supt. Thurmond was first elected to the office of Superintendent of Schools of Santa Barbara county in 1874, and has held the position continuously since, having been before the people for election six times. When the current term expires he will have been in office twenty-one years. His is the longest term of service of any superintendent in the State, Supt. Chipman of Santa Clara ranking next.

Supt. Thurmond was born in Tennessee in 1843. Was a member of the junior class of the University of North Carolina in 1861. Entered the Confederate service the same year, serving four years. Was Captain of Co. B, 17th Mississippi Regiment. Came to California in May, 1868. Has resided in Santa Barbara county since that time. His hold upon his constituents is remarkable. In his home precinct out of 170 votes cast he received 161. His career demonstrates that partisan politics does not always control educational offices in the gift of the people.

THE PACIFIC EDUCATIONAL JOURNAL for February contains as a frontispiece a picture of the State Reform School at Whittier. The number is filled with articles interesting to all persons engaged in teaching, and will be found fully up to the general standard of that excellent periodical.—*San Jose Mercury*.



G. E. THURMOND,
Superintendent of Schools, Santa
Barbara County.

NORMAL SCHOOLS AND STATE UNIVERSITY.

LOS ANGELES.

Speaking of the gymnasium attached to the Los Angeles Normal School, an exchange says:

While, of course, the proper place to begin physical culture is in the home, since Professor Moore cannot reach the homes of all California families, and probably could not change the home methods if he were able to reach them, he has done the next best thing possible, in beginning his campaign in a training school for teachers. The teachers so trained will reach the scholars and thus, indirectly, the homes of the present generation—and, more directly, the homes of the next one.

CHICO.

One hundred and seventy-four students have been enrolled in the Normal Department during the year. Twenty-five counties of the State have sent representatives to the school. The next class to graduate, numbering about twenty-five, is the first that will have taken the entire course. All of the last class who wish to do so are teaching. Most of them are doing honor to the school. Miss Collins is located in Inyo county; Miss Sauber in Tehama; Miss Stiles in Lassen; Miss Wood in Los Angeles; Miss Wright in Shasta; J. C. Ray in Sutter; and the following in Butte: Miss Lowell, Miss Hendricks, Miss Mann, Miss Nason, and S. S. Ray. Miss Small taught for several months, and then married. Miss Earll has substituted some, but is home at present. Mr. Reynolds is attending the Hastings Law School. Miss Spencer is spending the winter in Washington, D. C.

Miss Emma J. Fuller, who for several years had charge of the Grammar Department of the Training School of the State Normal School, Whitewater, Wis., now holds a like position in this school. She is doing excellent work.

Hon. F. H. Greeley, of Marysville, one of the newly appointed members of the Board of Trustees, takes a great interest in the work of the school. Last month he gave a very interesting and instructive lecture on "Society Work" to the Alpha and Adelpian Literary Societies.

The joint meeting of the Boards of Normal School Trustees will be held in Chico on the second Tuesday in April. An effort will be made at that meeting to have the Normal school course extended to four years.

BERKELEY.

The students' observatory is open to the public on the second and fourth Monday nights of each month.

The matter of throwing open the University library to the use of the citizens of the State has been proposed and is now being considered by the Library Committee.

The Regents have refused to render financial assistance to the students in organizing a boat club. The boys hope to get around it by giving entertainments for such a purpose. Should Stanford put forth a crew additional zest will be given the movement.

Prof. Frank Soule, of the State University, met the Supervisors of San Francisco recently for the purpose of informing them whether the students of the Engineering class could be employed to gather the data for ascertaining the condition of the sewers of that city.

Harold Whitney has been appointed Assistant Professor of Physics, at \$2,100 a year; John H. Gray, Assistant Professor of History, at \$2,100 a year; Dr. John W. Robertson, Professor of Mental Diseases and Medical Jurisprudence; Franklin Booth, Instructor in Assaying and Assistant in Metallurgy; Henrique Dessey, Assistant in Metallurgy.

Professor Hilgard, of the Agricultural Department, has been granted a leave of absence for one year at the salary of his professorship, \$3,000.

Prof. Wm. Carey Jones has been allowed leave of absence for one year, on full pay, in order that he may go to Europe to study the judicial practice and systems of European countries.

The question of University extension has been referred to the Committee on Internal Administration, which, in conjunction with a committee of the Academic Senate, will settle several points about the system, among them being: "Will tuition be charged?" "Shall courses be organized in the State wherever called for?"

President Elliott, of Harvard, is expected to be present at the Charter Day exercises.

Under the auspices of the Berkeley Athenæum more real feasts of culture and entertainment have been given during the last few months than for many years. Ex-President Horace Davis recently delivered an exceedingly interesting address on "Japan and the Characteristics of the Japanese."

Prof. Adolph Casper Miller, a former student of the University of California, has recently been selected as one of the Professors of the Chicago University. The *Chicago News* publishes the following interesting sketch of this young man: "Professor Adolph Casper Miller was born in 1866. Seldom has a young man risen so rapidly in economics. The foundation for his success was laid under the guidance of Prof. Bernard Moses at the University of California. Here he also distinguished himself in English philology under Professor Cook, now of Yale. He spent two years at Harvard University as a graduate student engaged in the study of political economy. In 1889-90 he was appointed Instructor in Political Economy in Harvard University, and in 1890-91 accepted a call to the University of California, where he was made Assistant Professor of Political Economy. His work there brought him again to attention, and he was invited in 1891 to join Professor Laughlin at Cornell University as Associate Editor of Political Economy and Finance."

There are 1,474 students, of whom 631 are members of some religious denomination.

University Bulletin, No. 37, has been issued, and contains the addresses delivered before the California Teachers' Association at Riverside, December 28-31, 1891, by Professors in the University of California:

1. Educational Progress in California—Prof. Martin Kellogg.
2. The Social Aids in Teaching History—Prof. Bernard Moses.
3. The Past and the Present of Elementary Mathematics—Prof. Irving Stringham.
4. Physics in Secondary Schools; Some Aspects of the Present Situation—Prof. F. Slate.

THE four hundredth anniversary of the birth of John Amos Comenius, will be celebrated at Pasadena, by the teachers of Southern California. This event will be observed in but one other place on the Continent.

COUNTY Supt. O. F. Seavey, of Placer, writes: "Permit me to congratulate you on the improvement in the appearance and matter of the PACIFIC EDUCATIONAL JOURNAL. California now has a School Journal that is worthy of the name."

EDITORIAL.

TEACHERS and school officers will find it to their advantage to consult the advertisements in the JOURNAL.

WE would call special attention to the official decisions appearing in this issue. Some of them cover much-disputed questions, and all should be carefully read by school officers and teachers. We regret exceedingly that, on account of receiving some of the State Association matter in the February number at a late date, these decisions were omitted from that number.

READ the warm plea of Mrs. M. Prag, of San Francisco, on "Pensions for Teachers." Whether you agree with her or not, you will concede that her heart is earnest in the cause. She represents a strong organization in the metropolis, that seems to have enlisted for the war. This subject is being pressed upon the attention of teachers, and they should study it in all its bearings.

THE list of members of the Educational Council published in the February JOURNAL was printed from copy furnished by the Secretary of the State Association. This copy contained two errors. The Secretary has since informed us that the name of *J. W. McClymonds, of Oakland*, should appear instead of *F. A. Molyneaux, Pomona*, four year term; *Mrs. E. B. Purnell, Sacramento*, instead of *R. F. Pennell, Marysville*, one year term.

WE would call attention to the little pamphlet by J. G. Lemmon, of Oakland, entitled "West American Cone Bearers. Readers of the JOURNAL who are tree lovers, should send for a copy. Professor Lemmon was for a number of years the botanist of the State Board of Forestry. He and his accomplished wife are well known in botanical circles, and in this little pamphlet it seems to us that a departure has been made that cannot fail to be popular. See book notice.

On Washington's Birthday we attended the formal opening of the new schoolhouse in Piedmont District in the suburbs of Oakland. A site—two acres of ground, facing two streets; a building that marks a new departure in schoolhouses in Northern California. Our southern friends have heretofore put us to the blush in the matter of handsome school buildings. We stand justified in this one. Cement

basement, 8 ft high, with heaters, where the children can play in wet or cold weather. Wide hall, easy stairways, library and teachers' rooms, stained glass windows, beautiful bay windows, with tower and spires, from the tallest of which was flung a costly flag. The site cost \$5,500, and the district by an almost unanimous vote, has bonded the future for \$12,000. We hope to present the elevation and floor plans in the April number.

THE frontispiece, Mt. Shasta, and the opening of the new school-house at Piedmont, call to mind Whittier's stirring lines in the *Panorama*, written in the 50's. A Californian and a friend of popular education cannot read them without a thrill:

To wheresoe'er our destiny sends forth
 Its widening circles to the South or North,
 Where'er our banner flaunts beneath the stars,
 Its mimic splendors and its cloudlike bars,
There shall Free Labor's hardy children stand
The equal sovereigns of a slaveless land.
 And when at last the hunted bison tires,
 And dies o'ertaken by the squatter's fires;
 And westward, wave on wave, the living flood
 Breaks on the snow-line of majestic Hood;
And lonely Shasta, listening, hears the tread
Of Europe's fair-haired children, Hesper-led;
And, gazing downward, through his hoar locks sees
The tawny Asian climb his giant knees.
 The Eastern sea shall hush his waves to hear,
 Pacific's surf-beat answer Freedom's cheer,
 And one long rolling fire of triumph run
 Between the sunrise and the sunset gun!

WHAT THE CHILDREN SAY.

It was a language exercise. A picture was placed before the little ones. It showed an old lady sitting at a fireplace, knitting, with a cat purring on a rug at her feet. The teacher called attention to the look of expectancy on the old lady's face, as though looking for a letter. This is the way a little girl fixed it up:

"The cat lay on the rug singing a sweet song, and looking for a letter from her son."

Another, describing a fine window, near which stood two men, wrote:

"She passed the house and saw two beautiful *windows in two men*."

The teacher and class had been talking about hills and mountains, and were ready to define. Q.—What is a hill, Johnnie?

A.—A lot of land all up in a bunch!

Here is another told by a little lady in Tehama as her contribution in a teachers' "experience meeting." The class was reading in the Third Reader. A boy came to the word "friar." "What does that mean?" quickly asked the teacher. A silence. Then up went a hand:

"A friar is a spring chicken."

WE spent several days in Fresno recently. Visited several schools with Superintendent Kirk. Two of these were schools of two departments each in the suburbs of the "City of Destiny," as the optimistic denizen is fond of calling it. The small subdivisions of land in the fruitful colonies make schools of this size common, to the advantage of teachers and pupils.

The school buildings are handsome interiorly and exteriorly, except the High school, which impresses the visitor with the feeling that it has been compressed from all sides, adding to its height at the expense of floor room. The class rooms are therefore small, with narrow aisles and scant space about the teacher's desk. The order in the classes seemed all that could be desired, and the appearance of the furniture and walls of all the buildings spoke of careful supervision, being innocent of the unsightly blotches, pencilings and carving that still too frequently offend the eyes of school visitors. T. L. Heaton, Principal of the High School and Acting City Superintendent, believes that whatever is to be taught should first be understood by the teachers. Teachers' meetings are therefore frequent, several each week. The Tonic Sol-Fa system of music is taught, all the teachers preparing themselves to give instruction in it. The C street building is of brick, attractive inside and out, and the teachers have made the walls a picture gallery. Superintendent Kirk is a hard-worked official. His county is as large as Massachusetts, and his school districts number 132, with magnificent distances between them. During the month of February he was overwhelmed with petitions for and against the formation of new school districts. He should have one capable regular, deputy, and additional assistance during the busier times. The law makes no provision for any help. This is exceedingly unfortunate, rendering proper public service impossible. Such a man as Superintendent Kirk could do much valuable work in the field among the schools. As it is, his time is so divided, that much must be done hastily, and much more left undone. A visit to his office and a study of his field cannot fail to impress one with a profound respect for the ability that can fill the place with credit.

OFFICIAL DEPARTMENT.

MARCH, 1892.

J. W. ANDERSON, - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - Deputy Superintendent Public Instruction

The following decisions were held over from last issue:

291. No one can be permitted to teach in any public school either as a regular or a substitute teacher unless he is the holder of a legal certificate in full force during the entire time of employment. The certificate must be filed in the office of the Superintendent by the teacher prior to taking charge of a school, or a class in any school. Whilst the law is silent in regard thereto, I am of opinion that temporary substitute teachers need not be required to file their certificates; but they must be the holders of certificates.

292. By subdivision 4, Section 1696, of the Political Code, teachers have the right, and it is their duty, to hold pupils to a strict accountability for disorderly conduct on the way to or from school.

293. It has always been held by the courts that teachers have a perfect right to administer reasonable corporal punishment. Of course, if there is a rule of the Board of Education, or of the Board of Trustees to the effect that corporal punishment shall not be employed in any case, teachers should comply with such rule. The Trustees, by Section 1617 of the Political Code, Subdivision 1, have authority to prescribe and enforce rules not contrary to law. A rule abolishing corporal punishment would not be in contravention of our law; hence Trustees have a right to adopt such a rule, if they think proper to do so. I am of opinion that the adoption of such a rule would be unwise, for I think the time has not yet come when the ill-controlled children of ill-controlled parents can be governed by any means better than a judicious corporal punishment.

294. There is nothing in the law prohibiting the changing of the boundaries of a district prior to the time when bonds which may have been issued are paid; but in a case presented to Attorney-General Hart in relation to bonds, he decided that the "inhabitants of the territory voting the bonds will have to pay them."

295. It is not the intention of the law that a fee shall be collected for issuing a High school certificate in lieu of a Grammar school course certificate. The High school certificate is issued in lieu of and not upon the G. S. C. simply. The issuance of the High school certificate

nullifies the G. S. C. certificate, but this nullification is a matter in the option of the holder of the G. S. C. certificate.

296. No City or County Board of Education, under Sections 1792 or 1775, can grant any kind of certificate upon a High school certificate of any State, except California.

297. I have held, and Attorney-General Hart concurs in opinion with me, that the children of Indian parents who are not living in the tribal relation are entitled to be enrolled as census children; especially is this the case when their parents have proven upon lands. The property of Indians is assessable.

298. Boards of Examination have no right to include High school branches in the examination of teachers for the Grammar grade certificates. It is the presumption of law that teachers are to be examined upon the branches that legitimately belong to the grade of schools in which they desire to teach.

299. If through the neglect, or refusal, of Trustees to appoint janitors for the schools the Superintendent is compelled to appoint them, the Trustees cannot refuse to issue orders for the payment of such janitors.

300. All business transacted by Boards of Trustees, *except in meetings*, either regular or special, is illegal and void.

301. Supplementary books of any kind can be purchased with the Library Fund, provided such books have been adopted by the County Board of Education. One copy of each book may be purchased, or a number of each book sufficient to supply a whole class in the school may be purchased. When purchased such books are library books, and must be marked as such. It is a violation of the law for teachers to require pupils to purchase any books except those required by the course of study as regular text books.

302. It is not the intention of the law that the County or City Boards of Education should *conduct* the examinations for either promotion or graduation. The law does not require impossibilities: In my opinion it would be an impossibility for Boards of Education to *conduct* the examinations in the schools of their respective counties, even were they to spend their whole time in the work. Section 1663 of the Political Code means simply that these Boards *shall require* that promotions upon written examinations or *otherwise* shall take place at stated periods, at least once in each year; and also shall *provide* for conferring diplomas at the end of the course of study in the *grammar grade* upon those who satisfactorily pass the examination which they *require*.

The law does not even demand that the Boards shall prescribe the examination for promotion; but by implication does require the Boards to *prescribe* the examination for graduation. [See Section 1771, Subdivision 7.] *Prescribe* is one thing; *conduct* is quite another thing. In the case of graduation it is the duty of the Boards to prescribe the examination, and to satisfy themselves that the examination has been passed in a satisfactory manner. This they can do as it is generally done, by requiring the teachers in charge of the schools or classes to conduct the examination, and report to the Boards. This report may be such as the Boards may require in order to enable them to determine that the examination has been satisfactorily passed. They may require that the papers of the pupils passing the examination shall be forwarded to them for their inspection. The Boards are not required to examine and credit the papers; nor is such work expected of them. The Boards can transact business only when a quorum is present. [See Section 1768.] No authority is anywhere given to hold meetings at places other than the County Seat. By Section 1770 of the Political Code their meetings must be held at the County Seat, and must be public. They must meet in order to determine whether the examinations for graduation are or are not satisfactory, for this is business.

Circular Relative to School Census.

To Superintendents :—So many inquiries are made relative to matters connected with the school census that I deem it proper to anticipate them by calling your attention to the following points. I have placed the items of information just as they have occurred to me :—

1. All children of parents residing in the district between the 15th and 31st days of May, inclusive, *who have reached their fifth birthday, and who have not reached their seventh birthday*, must be enrolled.
2. If parents move into the district from other districts before the census is completed, their children must be enrolled, *provided*, such children have not already been enrolled in the district from which such parents moved.
3. If parents from outside of the State move into the district on or subsequent to the 15th day of May, their children must be enrolled.
4. The children of transient parents or visitors must not be enrolled.
5. Orphan children, whose guardians live in the district, must

be enrolled, notwithstanding such children be absent from the district, in some orphan asylum.

6. Orphan children in orphan asylums who have no guardians, or for whom the authorities of the asylum are guardians, must be enrolled in the district in which the asylum is located.

7. Indian children whose parents have settled upon government land, who pay taxes, or have ceased to live in the tribal relation, must be enrolled, if five years and not over seventeen years of age.

8. All Chinese children, born in the United States, if of proper age, must be enrolled.

9. Children sent from the district attending school elsewhere, must be enrolled in the district in which their parents reside.

10. Census Marshals must be citizens of the State, not less than twenty-one years of age.

11. Women may be appointed as Census Marshals, if citizens and twenty-one years of age.

12. A trustee of schools may act as Census Marshal, if he has been appointed by the Board of Trustees. But a trustee acting as Census Marshal cannot receive any pay for his services.

13. The wife of a trustee may be appointed, if a citizen and twenty-one years of age.

14. The son or daughter of a trustee may be appointed if twenty-one years of age.

15. Census Marshals are civil officers, and must qualify by taking the oath of office. A trustee acting as Census Marshal must take the oath of office.

16. There is no provision in law for Deputy Marshals; but, if necessary, Boards of Education and Boards of Trustees should appoint proper assistants. Such assistants must be citizens of twenty-one years of age, and must qualify by taking the oath of office.

17. Census Marshals must be appointed by the Boards of Education and Boards of Trustees; they cannot be elected by the people.

18. Census Marshals report to the Superintendent; they are not required to report to any body else.

19. Upon receiving the report of the Census Marshal, the Superintendent should carefully compare it with the census report of the preceding year. Should any marked discrepancy appear the Superintendent should make due inquiry as to the cause thereof.

20. If the Superintendent has reason to believe that the census of any district, or of any portion of a district, has not been correctly

or honestly taken, it is his duty to reject the report of the Census Marshal, appoint another Marshal, and have the census of the entire district retaken. Should it be necessary for any Superintendent to order the census of any district to be retaken he will be careful to instruct the Marshal appointed by himself, not to list any children whose parents were not residents of the district between the 25th and 31st days of May, inclusive.

21. The Superintendent should not make any requisition for the salary of a Census Marshal until the report of such Marshal has been approved by him.

22. If the report of the Census Marshal is not approved he is not entitled to any pay for his services, and the Superintendent will decline to issue a requisition upon the order of the trustees of the district.

23. The salary of Census Marshals cannot be paid out of the State Library Fund.

24. No Census Marshal can delegate authority to any other person to take the census for him.

25. The State Controller will report the amount of State School fund on hand, on the first Monday in July; but the State Superintendent cannot apportion the same until he has made a summary of the reports of the County Superintendents. Hence, it is desirable that Superintendents report to this office at as early a date as possible.

26. City Superintendents need not make report to the County Superintendents of anything except the totals as shown by their own summary of the Census Marshals appointed for such cities.

27. Upon each Census Marshals Report Blank there is room for the names of 47 families. Some Superintendents ask for blanks sufficient to contain the names of every child under 17 years of age in their counties. It is, perhaps, well enough to say that in all such cases, the State Superintendent not having liberty to order an unlimited number of blanks, will supply whatever number he may deem necessary after a careful examination of the reports of Superintendents for the year 1891. These blanks are blanks prepared by the State, upon which Census Marshals may make their reports to the County Superintendents; they are not prepared for the purpose of enabling the Marshals to gather the required statistics. No district will receive less than two blanks, notwithstanding many districts need no more than one.

Respectfully yours,

J. W. ANDERSON,
Supt. Pub. Instruction.

CALIFORNIA SCHOOL ITEMS.

ARCATA, Humboldt county, will soon build a fine new school house.

THE public school property of Santa Clara county is valued at \$346,455.

SANTA Clara county has three High Schools—San Jose, Santa Clara and Gilroy.

FIVE school districts have united with Selma to form a Union High School district.

TWELVE school districts have united with San Luis Obispo to form a Union High School district.

THE Geographical Society of California has incorporated, and elected David Starr Jordan President.

THE electors of Scotia, Humboldt county, voted unanimously to bond the district for \$3,000 to build a new schoolhouse.

SUPERINTENDENT KIRK, of Fresno, has received petitions for the formation of six new school districts, and more are coming.

F. W. WRIGHT, a graduate of the State University, has been elected teacher in the Fresno High School, vice Miss Palmer resigned.

JACK STEWART, a historic character, shipmate of R. H. Dana, the author of "Two Years Before the Mast," died recently in San Diego, aged 81 years.

THE handsome little school house in Pacific district, Monterey county, was totally destroyed by fire, Jan. 25th. Sparks from underbrush in the vicinity caused the fire.

OROVILLE has just completed a new schoolhouse at a cost of more than \$13,000. It is conceded to be one of the handsomest school buildings in California, and the citizens are justly proud of it.

NEW High School Buildings are badly needed in Oakland and in Fresno. In Oakland High School pupils are quartered in sheds; while Fresno crowds the overflow of her High School into attics.

THE very pretty schoolhouse in Pacific district, Monterey county, took fire from burning brush; only the flag-staff, half burned away, standing sentinel over a heap of ashes, remains to mark the spot.

PRINCIPAL M. W. WILSON, of the Pescadero schools, has been elected teacher of mathematics in the Santa Cruz High School. H. E. Cox, who formerly occupied this position, has accepted a situation in a San Francisco Bank.

THE Tehama county teachers have appointed a committee to organize a Normal Institute. They also passed the following preamble and resolution:

"WHEREAS, The grave of our fellow teacher, Marshall Augustine, is almost unrecognizable and unmarked; be it

"Resolved, That we, as teachers, do something toward keeping in order the last resting place of one who was so valued in Institute work, and that a committee be appointed to take charge of the voluntary contributions for this purpose."

C. W. SMITH, one of the Trustees of the Rochester school, was stabbed in the hip by Oscar Williams, a lad who had been suspended for misconduct. Smith was called in to eject him from the schoolroom, when the boy did the cutting.—*Redlands Citograph*.

REV. EDWARD J. YOUNG, Professor of rhetoric and literature in Santa Clara College, died Feb. 4th. He was identified with the college for many years, and the literary and dramatic entertainments that have been quite a feature of the college were largely due to his efforts.

G. W. DUNN, the California naturalist, has spent over forty years collecting specimens on this coast. He is at present engaged in making collections for the Stanford University. Some entirely new specimens of plant and insect life have been secured on the Santa Ynez mountains.

A SURPLUS from the Librarian's Reception Fund, Oakland, was expended by Principal McChesney, of the Oakland High School, and Rev. C. W. Wendte in the purchase of a fine etching, representing an old-time librarian among his books. The picture, handsomely framed, adorns the room of the public library.

REV. JOSEPH BAYMA, of Santa Clara College, died February 7th. He was a prominent member of the faculty of the college for many years. He was a native of Italy, a man of varied attainments as orator, linguist and mathematician. In the higher mathematics especially he was one of the subtlest scholars of the age, and was frequently consulted by the great mathematicians of this country and Europe.

ALEXANDER SQUIRES, who died at Mokelumne Hill in December last, left about \$3,000 to the public schools of Calaveras county. He was an eccentric character, and, as far as known, had no relatives. In 1855, while on a visit to Philadelphia, he deposited \$2,200 in the mint. The certificate of deposit he carried about his person until 1888, when he again visited Philadelphia and after some trouble in regard to his identification he drew the money.

A YOUNG lady attending the Normal school at Chico, but whose home is in Fall River valley, says the *Redding Free Press*, recently appeared in the land office to file on a piece of land. Two other persons appeared at the same time for the purpose of filing on the same piece of land. They were all on hand as the office opened in the morning, but the young lady was fortunate enough to get her filing in first much to the chagrin and discomfiture of the other parties.

Complimentary to Educators.

The *Riverside Press* had this to say of a member of the State Teachers' Association:

We are pleased to note among the arrivals from the North Prof. Robert F. Pennell, of Marysville, who was for a year or two a resident of Riverside. Prof. Pennell is well known as the author of standard histories of Greece and Rome, the latter having been compiled during the author's residence in Riverside. These works are standard text-books in both American and English colleges and universities. Prof. Pennell is at present Superintendent of Schools at Marysville, and will present a paper on the subject of "History" at the Institute on Thursday.

And another in the *New England Journal of Education*, by a California correspondent:

San Diego county is fortunate in its new County Superintendent, Mr. Har Wagner. He is most ably seconded by Mrs. Laura G. Riddell, who serves as Assistant Superintendent, and whose gracious modesty is only equaled by her unusual accomplishments. Mr. Wagner is a strong man, and though new at the work, he has already demonstrated rare fitness for his position. He has inaugurated local institutes, conventions of trustees, Arbor Day, and a summer training school. In his school creed the child stands first, the teacher second and the trustee third, for all of whom he has a warm sympathy. The salary of the County Superintendent is \$2,500 per annum; the highest teachers' salaries are \$140 per month, the lowest are \$60, and the average is \$72. Many fine buildings have recently been erected in the county, ranging in cost from \$2,000 to \$30,000. The school term is nine months in length.

And others:

Prof. H. W. Simkins, of Arroyo Grande, a former teacher of our school, has been tendered a position as instructor in Heald's Business College, of San Francisco. None are more ready than the Oak Parkers to join in congratulating him upon the recognition of his talents by the big Business College. If he accepts, and goes in with the energy of spirit which he displayed here, he will be sure of success. We all join in best wishes.—*San Luis Obispo Tribune*.

J. W. Young, who has been Principal of the Arcata schools, was an outgoing passenger on the Humboldt yesterday. We understand that he has resigned his position on the school force, which will be a loss to Arcata.—*Humboldt Times*.

J. W. Young, of Arcata, was elected Principal of the Haight School during the absence of W. O. Dixon, at a special meeting of the Board of Education Tuesday evening.—*Oakland Times*.

On page 133 referring to Comenius, four hundredth should read *three* hundredth.

OUR LIBRARY TABLE.

GINN & COMPANY, Boston, publish a handsome Cvid with vocabulary, edited by Allen and Greenough. Copious illustrated notes.

D. C. HEATH & Co. publish a two-years' course in arithmetic and an elementary plane geometry that educators will find interesting.

Do you want a book of Calisthenic Songs and Musical Drills? If you do, send to A. Flanagan, Publisher, Chicago, for catalogue.

THE neatest Text Book on Form Study and Drawing that we have yet seen is published by the Educational Publishing Company, Boston. It is designed for general use in schools or for self instruction.



Open to the child the living book of Nature.

—Comenius.

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CURRENT EDUCATIONAL THOUGHT.

IF we expect our teaching to be of the greatest value to our pupils we must engraft on their growing minds *deductions* drawn from facts, rather than mere *statements* of facts; and the more of these deductions the pupils draw for themselves the better.—C. V. OSBORNE, Alvarado.

THE great means of progress are publicity, and the constant appeal to the intelligence and moral sense of the people.—PRESIDENT ELIOT, Harvard.

THE social development of the last half century shows a steady growth in the recognition of the public school as one of the most important institutions of modern society. To the thoughtful man the future presents a number of social problems of the gravest import. Individual freedom from class and proscriptive tyranny has, in a broad sense, been secured. Public opinion, the aggregate of the majority of individual opinion, has become the sole basis of social order, and hence the binding force in modern society is what the majority of the people think or believe. We need to bring the full significance of this fact before us, and to consider that under this social dispensation all the baser elements of human nature are given as free play as are the higher elements, and that no man is restricted of his personal liberty until he encroaches upon the liberties of others, before we can adequately comprehend the supreme importance of public education to the modern state.—EX-SUPERINTENDENT MCALLISTER, Philadelphia.

WHAT is the meaning of the fact that man is born into the world more helpless than any other creature, and needs for a much longer

season than any other living thing the tender care and wise counsel of his elders? It is one of the most familiar of facts that man alone among animals exhibits a capacity for progress. That man is widely different from other animals in the length of his adolescence, and the utter helplessness of his babyhood, is an equally familiar thing. Now between these two commonplace facts, is there no connection? Is it a mere accident that the creature which is distinguished as progressive should also be distinguished as coming slowly to maturity, or is there a reason lying deep down in the nature of things why this should be?—JOHN FISKE.

NOTHING will tend more to strengthen the efficiency of our common school education than to secure permanence of position to educators and methods employed in teaching.—*Cleveland Leader*.

FADS are always brilliant, but they are never rich. There is a world-wide difference between enriching the fad vender and enriching the purchaser. It is the Grammar school program that is to be enriched, and this will not come by importations of adornments, but by the use of tonics through which the thought and mental activity of the child is to be enriched.

Quavers and semi-quavers are all right for occasion, but the "scale" is the foundation for the practice that enriches the voice with the personality, the "overtone" that enabled Annie Louise Cary to touch the inmost chord of every heart when she sang "Down Upon the Swanee River;" that enables Patti to thrill every fiber of our being as she sings "Comin' Thro' the Rye." For an *enriched* Grammar school program the *Journal* pleads, but it thinks that the "scale" to be enriched will be found in *reading, writing, drawing, singing, spelling, language, numbers and geography*. These are probably the classic eight of the Grammar school course. Let them be enriched.—DR. WINSHIP, in *New England Journal of Ed.*

THE distribution of prizes to pupils in the public schools has its true defence and justification in human nature. It is easy to attack them, but less easy to find a substitute. What is essential is that they be guarded by wise precautions, to anticipate any excess of excitement, self-glorification and parade; to correct by shrewd and prudent measures the strain and injustices of an extreme striving for the reward, to hold the prizes in the background, without allowing the pupils to lose interest in them, and to sacrifice neither pure moral inspiration nor the noble emotions of the struggle and victory.—*Revue Pédagogique*.

GENERAL DEPARTMENT.

A Notable Celebration.

Comenius, Born in Moravia 1592; Honored in Pasadena
March 5, 1892.

When Supt. Will. S. Monroe called the meeting to order there was an unusually large attendance of teachers representing the school interests of nearly every city in Southern California, besides good delegations from the Normal schools and colleges. These had met to join with the teachers of this city in honoring the memory of one of the pioneers in Educational work. "We have met," said Superintendent Monroe, "to offer a tribute to the memory of that grand old Moravian teacher and reformer, John Amos Comenius. All over Europe, in twenty-three cities and states of Germany, in Belgium, Denmark, France, Greece, Great Britain, Italy, Holland, Norway, Austria-Hungary, Roumania, Russia, Sweden, Switzerland, as well as in the United States, committees have been appointed to arrange celebrations suitable to commemorate the three hundredth anniversary of the birth of Comenius." An authority, no less than Michelet, gives him first rank as the evangelist of modern pedagogy, and educators everywhere are recognizing his influence in the past and the possibilities of realizing much more from an extended study of his theories in the future."

THOUGHTS FROM COMENIUS.

After the preliminary remarks by Superintendent Monroe, the teachers gave brief quotations from the educational writings of Comenius. Many of these have become pedagogical maxims. Among those given were: "Learn to do by doing;" "Schools are the workshops of humanity;" "The end of man is to attain eternal happiness;" "Discipline should aim at training character;" "It is not the shadow of things, but the things themselves that impress children;" "Ideas must enter the mind through the senses;" Let nothing that admits of rational or sensible explanation be taught by authority;" "Instead of dead books, open to the child the living book of Nature."

HIS LIFE.

Caspar W. Hodson, Principal of the Wilson Primary School, Pasadena, gave the leading facts of the life of Comenius:

He was that noble-minded educator who breathed into education the scientific spirit. At sixteen began the study of Latin, and became inflamed with the desire for learning; studied at Heidelberg; at the age of twenty-two began teaching, and shortly after began writing his first book. Persecuted, he fled into Poland, where he brought out his *Janua Linguarum Resarta*, which at once made him famous. His *Didactica Magna* followed. Went to England, thence to Sweden, where in six years he wrote six linguistic works. Wrote his *Orbus Pictus* in Transylvania. Died in his eightieth year, working to the last. Taught in twenty cities and wrote twenty books. The characteristic of his system is sense realism. His system is in vogue in the leading countries of the world to-day.

THE "ORBUS PICTUS."

Miss Agnes Elliot, Pasadena:

The *Orbus Pictus* was the child's first picture book. The child's school life in the sixteen century was dismal and unattractive. A boy at six years of age was put into Latin grammar before he had any knowledge of things or their names. This book contains a series of short information lessons on everything in the known world. It has been translated into nearly all the European and Oriental languages; it was for over a century the chief text-book of Europe.

John Dickinson, of Throop University, gave a brief report of the meeting of the Department of Superintendence of the National Educational Association, much of which was devoted to the memory of Comenius.

C. H. Keyes, Riverside:

The influence of Comenius affected especially the teaching of natural science. Books are no longer more than guides to the observation and contemplation of nature. It is the method of the laboratory, rather than that of the lecture-room that now dominates all successful science-teaching; and could the spirit of the great Moravian teacher look down to-day upon what we call the new education, he would surely recognize the accordance of our practice with his precepts.

F. A. Molyneaux, Pomona:

It was Comenius who first showed us how to remove obstacles—how to prepare the ground for harmonious and equable development of all the powers of the child.

J. H. Hoose, late Principal of the State Normal School at Cortland, N. Y., spoke of the labors of Comenius to improve the teaching of language:

It is here that the reforms of the Moravian educator reach their highest value. He comprehended the nature of language, being the first and only one of the educational reformers to treat language as thought—not as the husk or shell of thought, but as thought itself. Prior to his time language had been taught as forms, but Comenius saw the barrenness of this mode of study, and set about a reform based upon the nature of language.

Amos W. Plummer, Santa Ana, spoke of the Christian character and influence of Comenius:

In the Moravian reformer were implanted all those characteristics calculated to make him and others good. Early in life he became a minister and became deeply interested in the spiritual welfare of his people. Later he became a teacher that he might draw nearer to the young minds and know more of building character. To make the church, the people must be educated; this was his doctrine; this was his practice. His ideal teacher was the embodiment of true manhood. The influence of Comenius upon the character-side of education cannot be measured, but it will continue with increased force from generation to generation.

TRIBUTES TO THE MORAVIAN REFORMERS.

Superintendent Monroe had written to the leading educators of this country and Europe and asked them to write short tributes to the memory of the Moravian reformer. We can only give brief extracts from some of these testimonials, which were read at the celebration:

Comenius may justly be regarded as the founder of the modern system of education, which consists of a succession of grades reaching from the primary school to the university.—*Wm. H. Payne, Chancellor of the University of Nashville, Tenn.*

Permit me to express my pleasure at hearing that the far-off Pacific coast intends to do homage to the great Moravian teacher. He it was who first placed education on a scientific basis.—*Wm. H. Maxwell, Superintendent of Schools, Brooklyn, N. Y.*

Comenius is now recognized as the man who first infused into education the spirit and methods of a slowly developing modern science. On the foundation laid by him the superstructure of Pestalozzi and Froebel was built.—*Nicholas Murray Butler, Department of Philosophy, Columbia College, New York City.*

Pestalozzi was the great reformer of modern education, but he had as precursor, Comenius. Comenius had proclaimed the fundamental principles of Pestalozzi two hundred years before when he wrote, "This is the foundation of all teaching: Ideas enter the mind through the senses." Honor to Comenius! *Baron Roger de Guimps, the only living pupil of Pestalozzi, Yverdon, Switzerland.*

In the lives of the three great reformers in education, Comenius, Pestalozzi and Froebel, there is one very important fact in common: The impulse they received to investigate education and the possibilities of improvement came to them in the schoolroom while they were teaching. They had divine inspiration that children should love that work which is best for them. *Francis W. Parker, Principal of Cook county Normal School, Chicago, Ill.*

I am pleased to find your teachers assembled to commemorate the memory of a man who lived nearly three hundred ago, and whose work is appreciated six thousand miles away from the place where it originated. It was Comenius who

preceded Pestalozzi in his work of exchanging the mechanical rote work for a rational system of objective teaching.—*Herman Krusi, son of Pestalozzi's first assistant, Alameda, Cal.*

Comenius was poor and persecuted, and obliged to seek the patronage of the powerful; but he was always a man, a man whom we would be glad to join gardens with, a man whom we would be glad to have in our family, a man whom we would be glad to work with shoulder to shoulder. There is nothing startling about the teachings of Comenius to-day; but to see these things when no one has formulated them, to enunciate them before an audience often hostile, and to devote a life to teaching them and working them out—this requires a broad mind and something of the spirit of a martyr, and both these elements were strong in John Amos Comenius.—*Earl Barnes, Leland Stanford Junior University, Palo Alto, Cal.*

In addition to the above, letters were read from G. Stanley Hall, Jerome Allen, T. J. Morgan, Commissioner of Indian Affairs, Paul H. Hauns, of Havard, Edward Rondthaler, Bishop of the Moravian Church, Salem, N. C., Oscar Browning, Cambridge, Eng., A. F. Craven, Johns Hopkins.

The following telegram was received by Superintendent Monroe from State Superintendent Anderson:

Accept for yourself and the teachers assembled with you to-day in Pasadena my most hearty greetings and the expression of regret at my inability to be one of you in honoring the memory of the great Comenius. You do honor to yourselves and the great cause to which he so earnestly and ably devoted his entire life.

At the close of the exercises a lunch was served by the young ladies of the High school. The napkins were of Japanese paper, and besides a picture of Comenius, which was reproduced from an old English cut, the words "Comenius Celebration, Pasadena, California, Mar. 5th, 1892," were inscribed upon them.

Throughout, the exercises of the day were as interesting as they were notable.

The attendance exceeded two hundred and fifty.

The Sum of It All.

The boy that by *addition* grows,
And suffers no *subtraction*,
Who *multiplies* the thing he knows,
And carries every *fraction*,
Who well *divides* his precious time,
The due *proportion* giving,—
To sure success aloft will climb,
Interest compound receiving.

—*Dr. Ray Palmer.*

A Great Man.

That man is great, and he alone,
Who serves a greatness not his own,
For neither praise nor pelf:
Content to know and be unknown,
Whole in himself.

Strong is that man, he only strong,
To whose well-ordered will belong,
For service and delight,
All powers that in face of wrong
Establish right.

And free is he, and only he,
Who, from his tyrant passions free,
By fortune undismayed,
Has power upon himself to be
By himself obeyed.

If such a man there be, where'er
Beneath the sun and moon he fare,
He cannot fare amiss;
Great Nature hath him in her care,
Her cause is his.

— Owen Meredith.

An Estimate of a Man.

There are two opinions about President Jordan, of Stanford University—one that he is a great man, and the other that he isn't.

The negative is taken by those who base their judgment on several articles which he has contributed to the magazines, and it must be admitted, even by his admirers, that a late contribution to the *Overland Monthly* and another to the *Californian* are not shining successes.

But the writer is an enthusiastic believer in the greatness of the Stanford President, and considers that those who judge him by the articles referred to simply do not understand the man. He was as well aware as anybody that those contributions were trifles, and he gave them for publication because they were asked for. A weaker man would have been unwilling to put his name to such fragments, for fear of weakening his reputation.

Simplicity is the keynote of President Jordan's mind. He never poses for admiration. He is not on exhibition. When he lectures he

does not try to see how profound he can be, but how simple he can make an abstruse subject. This is about as good an indication of a strong mind, as compared with a weak one, as any of which I am aware.

Take the subject of evolution, for example. Everybody knows in what a labyrinth of big words, scientific names and glittering generalities an ordinary lecturer can involve this thing. The desert of Mojave is not drier or more wearisome than the usual lecture on evolution. But President Jordan gave an evolution lecture in San Jose the other day which was really interesting, and so simple that any child could comprehend it. There wasn't a hard name in it all, nor a vague or uncertain generality, and yet he gave his hearers a good deal of information which was entirely new to them. And all of it had a direct bearing on the question.

Again, the simple little lecture which President Jordan gave last night to accompany some stereoptican views of the Yellowstone Park was really a masterpiece. It was wonderfully concise—never at any time a superfluous word. It was the lecture of a man to whom nature is a study pursued for the pleasure it gives him. One might think from hearing President Jordan that he had never been inside a college or seen a librarian—so free is he from the dry-as-dust manner of the bookworm. He was born on a farm, and has spent a considerable part of his life out of doors. He has the shrewd wisdom of the farmer, mechanic and pioneer, added to his special scientific acquirements. The most successful educator California has ever had till President Jordan came to it was Professor Allen, of the Normal school, who used to keep a kit of carpenter's tools, and spent a part of his time in using them. He had a good many of the traits of the President of the Stanford University.—*Oakland Enquirer*.

Ethical Education.

BY REV. PHILIP GRAIF, M. A., OAKLAND, CAL.

Too long already has the schoolmaster been robbed of his meed of praise and due recognition. Being less showy than nodding plume of politician or military leader, less conspicuous than the figure of the orator, or the artist's product, he has suffered much in fame, and instead of holding a foremost place on some lofty pedestal, he is too

often made to adorn only some humble, if not unnoticed, niche. But with every advance of culture, he is steadily rising into finer and wider appreciation, and dignity and honor. In old, priestly Egypt and æsthetic Greece, and military Rome his work was once considered quite menial and unattractive, but now to intelligent eyes his profession bears the stamp and circumstance of greatness. Just as the cheap, insignificant schoolhouse of classic times has at last risen into a rich and varied architecture of arch, and cornice, and fretwork, and majestic portico, whose fluted columns burst into crowns of marble leaves, thus fittingly becoming a rival to palace and temple, so happily has the teacher grown into a higher and larger sphere, and, instead of being merely a child-leader, as of old, has become a nation's pillar and hope. No forehead is more worthy to be covered with a diadem of glory.

But, whilst culture, in a broad sense, means evolution of mind, progress of liberty, growth of art, genius of invention, light and music of literature and religion, ceaselessly pressing towards ever-higher ideals and destinies, thus making man almost divine, yet culture, in a low, narrow acceptance of the term, has probably done more harm than good. Education, untouched and unrefined by the nobler sentiments, will only train the intellect to greater sharpness in evil-doing. Base-bred, unsymmetrical life has annexed to it strange penalties. Neglecting the ethical nature of man, the Greek worship of sensuous beauty did not save Athens from perishing at the foot of her sculptured Parthenon. Neglecting morals and piety, Rome idolized luxury and empire, and died feasting amid myrrhine cups and gorgeous halls. Neglecting the culture of the conscience and the heart, shall our Republic, in its almost frenzied chase after wealth, sink into decay, amid the clink of gold and the rivalry of the money vaults. Indeed, the rank which Arithmetic holds in the common school curriculum is confession enough that we are a nation that admires the multiplication table above the value of fine sentiments, and gets more solid comfort out of dollars and cents than out of a verse of high-class poetry. Too much has learning been divorced from the culture of ethics, which means tenderness of heart and delicacy of the moral sense. Many of the blood-sprinkled pages of to-day's history are owing to the error of not coloring enough the daily instruction with lessons that stimulate and develop the higher nature of youth. No deftness of skill in picture drawing, no grasp of the subtler mathematics, no charming gift of diction, no power to unveil the mysteries of science, will ever make

up for defectiveness in right conduct. No poetizing like an angel will ever make melody enough to override and hush the tuneless jangle of a bad life. Without ethical culture scholarly hands may become dyed in crime, mixing intellectual greatness with the blacker traits of inhumanity, writing fascinating lines with a debauched imagination, marring matchless talents by weak surrender to the lure of illicit passions. It is no real education to be able to speak in seven languages, and tell the truth in none; to nicely unbraid an intricate problem in astronomy, and yet cheat one's neighbor; to reach well-nigh perfection of muscle in athletic training, but in brain force and moral fibre to be clearly limp and impotent; to utter flawless grammar, but break every cardinal law of virtue; to master science, but make no systematic effort in the incomparable art of self-mastery and growth in morals. It is an encouraging sign of the times to note that the drift of education is not wholly sordid and immoral. In the birthday celebrations of Bryant, Whittier, Longfellow, Lowell, and Tennyson, our public school teachers are enriching the coming race with invaluable treasures of the heart. The supreme ethical ideal, of course, is God. No one, surely, can miss the mark to find and set forth the ideal man, as more or less captivately he shines forth in the best and purest types of sage and hero and immortal genius. Even though the leaves of Holy Writ be debarred a public reading, no ethically-serious teacher will fail to carry about him a sweet, moral atmosphere, which, no doubt, will be helpful and inspiring in proportion to his own character and conduct. In selecting for memory and use golden sayings from Confucius to Emerson, and clear-cut, crystalline precepts, from the proverbs of Solomon to the meditations of Marcus Aurelius, and hymns from David to Madame Guyon and Ray Palmer, and gems from all literatures, but especially from the sacred oracles, no teacher can fail to play a noble part in the encouragement and promotion of the higher forms of ethical culture.

Is the Moon Inhabited?

It does not seem improbable in the course of events that the earth and the moon may become more intimately acquainted. A few years ago scientists held the theory that the moon was a dead planet, without atmosphere, and, consequently, uninhabited. This theory has recently been entirely controverted. The work begun by Professor Holden at the Lick Observatory, upon Mount Hamilton, has been stead-

ily continued, and the photographs taken by him and his assistants have revealed certain facts hitherto unknown. Photographic observations show a perfect map of the moon, and upon the summit of one of the highest mountains is a spot which has the appearance of a glacier, proving the presence of atmosphere, and making the theory of habitableness of the moon tenable. It is claimed by Professor Holden that by a continuous series of photographs he is able to detect any changes upon the surface of the moon, and that a building fifty feet in height would cast an appreciable shadow. If the moon is inhabited, the fact will certainly be discovered sooner or later, but the question of the establishment of communication is still unsolved, although in the face of the scientific achievements of the last century we are in a state of mind not to be surprised at anything.—*Ex.*

Dawdling with Objects.

An exchange, whose editor regards his journal as the chief exponent of what he calls the "New Education," says: "Six months is not too long to work on the multiplication table and understand it." Read its answer to a correspondent, who asks for a good method of teaching the table:

1. You should give him some beans, and say: "Lay out two beans; lay out two more; two more," etc. (Bringing two series together.) "How many beans are two beans and two beans?" (Bringing three series together.) "How many beans are there in three twos?" etc., etc.

2. Let him move the beans and say: "Two twos are four, etc., etc.

3. Let him move them and say as in No. 2, and write the figure.

This may require some days, possibly two weeks, but don't leave it until he can do the combining of the beans in a series of two. Don't hurry him; don't let it be a *lip combination*; let him *do* the combination, *see* how much it is, and *say* and *write* it. Then, and then only, go into combining threes; and don't you think that boy is thick-headed, either. * * * Finally, kick out of your school the *lip-learning* of the multiplication table; it is a stultifying operation.

This kind of advice keeps unskillful teachers dawdling with objects long after they should have served their purpose. Think of a boy old enough to learn the table, and not "thick-headed," shoving groups of beans for one hundred and twenty days, in order that he may learn and understand the multiplication table. If "learning by doing" means that we are to keep up this "everlasting grind" with objects, it is time to call a halt. To prevent "lip combination," must the average boy have groups of beans, shoe-pegs, or toothpicks before

him at all times? We think not. Objects should be put aside the moment the pupil grasps the thought. To continue their use beyond this point under the plea that one must "learn by doing" is a sad waste of time, and such work—it cannot be called teaching—results in mental flabbiness. When a bright boy has twelve groups of threes and brings them together, saying, two threes are six, three threes are nine, and so on, he soon clearly sees just how it is, and there can be no good reason for keeping him at the same task for two weeks. Then it is time to put objects aside, and have him write the table of threes, using figures. When he repeats 4 times 3 are 12, etc., he will see the groups as plainly as though the objects were before him. This is mental seeing and mental doing, a step in advance, requiring a little more effort, but resulting in increase of mental strength.

Have the boy make the table of threes on a bit of paper, and put it in his pocket for reference. Tell him that there is no way of learning it without hard work; encourage him to repeat the three table ten times while on his way home, sixteen times during the evening, twelve times before breakfast, and eight times while on his way to school. Give him plenty of examples where three is used, and in a day or two he will have that table at his tongue's end. Then let him form groups, say of fours, using objects as before until he has a mental picture of the operation, and can write the fours. Drill on this table as on the threes. Proceed in the same manner with the fives, sixes, etc., and in two or three weeks the boy or girl of average capacity will master the multiplication table, and understand it. The pupil who has learned in this manner will multiply much more rapidly than one who has taken six months to learn by the slow, bean-sliding process. In the one case operations have been carried on in the mind and results were reached instantaneously; in the other the mind has waited the slow motion of the hand, and mental moping is the result.—*School Education*.

Humor of the Schoolroom.

Amid the perplexities of a teacher's life the quiet, often unconscious humor of the schoolroom serves to keep the pedagogue alive, and outside of the insane asylum.

Young America is great in many fields, but in the role of lexicographer he is probably at his best.

The following definitions and illustrative sentences culled from the examination papers of the pupils of a Western school, illustrates some of the bold changes that Young America delights in:

Magpie—The girl made a magpie for dinner.

Routine—He had a bottle of routine.

Noxious—She is a very noxious girl.

College—A place where graduates go.

Rebel—A kind of hawk.

College—Cemetery of learning.

Hydraulics—A disease.

Angle—She made a left angle.

Wampum—A kind of a bee.

Sylph—One's own sylph.

Beacon—A minister.

League—Ten dollars.

Maximum—Surname of an Indian chief.

Guerilla—An animal.

Tariff—A sofa.

Charlatan—A musical instrument.

Guerilla—A man-eater.

Tariff—An animal found in Africa.

Tariff—A stuffed seat.

Tariff—A place for worship.

Creole—A white descendant from black parents.

Plumbago—A blockhead.—*Wide Awake*.

TENNYSON has seen his eightieth birthday, yet he continues to write as Poet Laureate. His admirers among our readers may judge whether only ashes remain where once poetic fire burned.—ED.

THE DEATH OF THE DUKE OF CLARENCE AND AVONDALE. TO THE MOURNERS.

JANUARY 14, 1892.

The bridal garland falls upon the bier,
 The shadow of a crown, that o'er him hung,
 Has vanished in the shadow cast by Death.
 So princely, tender, truthful, reverent, pure—
 Mourn! That a world-wide empire mourns with you,
 That all the thrones are clouded by your loss,
 Were slender solace. Yet be comforted;
 For if this earth be ruled by Perfect Love,
 Then, after his brief range of blameless days,
 The toll of funeral in an Angel ear
 Sounds happier than the merriest marriage bell.
 The face of Death is toward the Sun of Life,

His shadow darkens earth; his truer name
Is "Onward!" no discordance in the roll
And march of that Eternal Harmony
Whereto the worlds beat time, though faintly heard
Until the great hereafter. Mourn in hope!

Enriching the Program.

(Comments on Address of President Eliot, of Harvard.)

While the JOURNAL has no sympathy with the criticisms of the work of the Grammar schools as emphasized at Winchester, it is in full sympathy with the avowed purpose to *enrich the program* of this grade. The phrase is a happy one, and much praise is due to the inventor thereof. Great care is needed, however, that we appreciate the full significance of the expression. What shall be said of one who under cover of phrase argues that because the graded school is a failure (?) the program of the Grammar school should be made elective or selective; or of another that because much that is taught—or was taught twenty-five years ago—was useless, we should throw the whole subject into the background and bring in something else; or of another, that because nearly everything in the schools is worthless in practice and useless in discipline, they are "working infinite mischief," making children "overbored" at the hands of their teachers. The argument is that because the "scale" is not in itself an oratorio or a symphony, consequently it is a "bore," "working infinite mischief," because so worthless as music.

The program may be so modified by the introduction of a fresh subject, that is above those in ordinary use, as to arouse to greater effort, to stimulate to keener intellectual activity, to give a broader vision, so that the children will return to the study of the essentials with new zest, with genuine relish.

As a tonic an enriched program is of inestimable value to the Grammar school. It is immaterial with what it is enriched, so that in the hands of a teacher the *new* is a means and not an end. The "infinite mischief" in President Eliot's presentation of the case is that he would seem to have the Grammar schools "run" for the purpose of teaching, from ten years of age upward, geometry, algebra, Latin, French, German, and various other things, because these new things are more practical and of greater disciplinary value.

The Grammar school is at best but a prelude to a life of intelli-

gent, profitable, enjoyable, intellectual activity. It has precisely the same mission for the child that closes his education when he takes the Grammar school diploma, as for the boy or girl who is facing the college or the university. It puts the child in a frame of mind, with tastes and tendencies that will prompt to the use of whatever opportunities for reading, thinking, writing or speaking may come to him. The *focus* must be common to all, and must be upon the lower rather than the higher level. It is the oldest of old-fashioned notions that it is possible to learn high art by practice upon pretentious subjects. The great musical artist acquires perfection in his art by infinite practice upon the most ordinary tones and combinations. He enriches his *voice* and not his program. The artist gets his power with subdued colors and neutral tints, while the amateur uses high colors. High art *enriches his brush*, the pretender enriches the paint. It is so everywhere in life. A Webster enriches the Saxon; an Oscar Wilde adorns himself with Latin.—*N. E. Journal of Ed.*

Value of Education.

Long on Golconda's shore a diamond lay,
Neglected, rough, concealed in common clay;
By every prssenger despised and scorned,
The latent jewel thus in secret mourned:
"Why am I thus to sordid earth confined?
Why scorned and trod upon by every kind?
Were these bright qualities, this glittering hue,
And dazzling luster never meant for view?
Wrapped in eternal shade if I remain,
These shining virtues were bestowed in vain."
As thus the long neglected gem displayed
Its worth and wrong, a skillful artist strayed
By chance that way, and saw, with curious eye,
Though much obscured, the unvalued treasure lie.
He ground with care, he polished it with art;
And called forth all its rays from every part;
And now young beauty's neck ordained to grace,
It adds new charm to beauty's fairest face;
The mind of man, neglected and untaught,
Is this rough diamond in the mind unwrought;
Till Education lends her art, unknown
The brightest talents lie, a common stone;
By her fair hand when fashioned, the new mind
Rises with luster, polished and refined.

—*Boston Transcript.*



An Attractive Building.

We present a cut showing the principal school building of Redlands as remodeled, the front four rooms with bell tower costing in the neighborhood of \$12,000. This is an excellent specimen of the class of school buildings quite common in the southern counties. The Redlands people are justly proud of it, and we show it to our readers in the hope that it may be suggestive to other Trustees and communities contemplating building. We confess that for years, with the display of attractive homes on all the residence streets of our towns and cities, we have wondered at the persistency of School Boards in putting up painfully plain, box-like schoolhouses, when a few hundred dollars in weak districts, a few thousands in wealthy communities, added with a view to exterior beauty, would be an evidence of taste, and a joy to all the people.

The Redlands Citograph, describing the building, says:

The old building was built of brick, two stories in height, containing four school rooms, and the addition is, barring the entrance and bell tower, nearly its counterpart, the structure now having double the number of rooms that it formerly had. The front entrances are from each corner, leading to a large hall, from which the stairways ascend to the second floor. There is a library at the front and a hat-room at each side. Between the two schoolrooms is a hall that extends to the large central hall, and beyond are two more schoolrooms. This hall commands a view of the four rooms, and also of the six hat rooms and two lavatories opening from it. Here are also stairways leading to the second floor. The second story is arranged in a similar manner, having the same number of rooms. The building is warmed by a heater located in the basement. The exterior of the building presents a very attractive appearance, and the grounds, already provided with shade trees, are to be further beautified.

Books Adopted for Catholic Schools.

Archbishop Riordan, of the archdiocese of San Francisco, recently entered into a contract with the American Book Company, A. F. Gunn, of S. F., agent, as the result of competitive bids, by which the said company is to furnish for the period of five years from July 1, 1892, all the school text-books used by the pupils of the Catholic schools of said archdiocese in the branches and grades, for which the books named are intended and have been adopted. And these books shall be used, and no others. We append the list, with terms:

BOOKS.	PRICES.	
	<i>Exchange.</i>	<i>Wholesale.</i>
Natural Speller.....	Free.	\$.20
Appleton's First Reader.....	"	.18
" Second Reader.....	"	.30
" Third Reader.....	"	.38
" Introductory Fourth Reader.....	"	.50
" Fourth Reader.....	"	.50
" Fifth Reader.....	"	.90
Robinson's Beginner's Book in Arithmetic.....	Now in Use.	.30
" Complete Arithmetic.....	"	.75
" " " Part 1.....	"	.50
" " " Part 2.....	"	.50
" New Elementary Algebra.....	"	1.08
" New University.....	"	1.58
Davies' New Elementary Geom. and Trig.....	"	1.00
Barnes' Elementary Geography.....	\$.30	.55
" Complete Geography.....	.75	1.25
Bryant & Stratton's C. S. Book-Keeping.....	Now in use.	.80
Eggleston's First Book in American History.....	.35	.60
" History of the United States.....	.60	1.05
Peck's Ganot, Natural Philosophy.....	.70	1.20
Steele's Fourteen Weeks in Sciences—All Branches.	.60	1.00

Exchange and introductory prices to continue until all schools in the archdiocese are supplied.

A discount of twenty (20) per cent. will be allowed when books are purchased direct of the American Book Company.

Complimentary.

It is exceedingly gratifying to the many friends of Miss E. L. Dickinson, in St. Louis and elsewhere, that her abilities, natural and acquired, have obtained such a recognition as to secure for her the relation of temporary instructor of Latin and English literature in the Leland Stanford Jr. University. This distinction, we learn, was achieved by no appeal of influential friends, but won by her ability demonstrated in Mills College and Oakland Seminary, Cal. Her aca-

demic history and experience in teaching, however, we think, has merited this recognition, having received her education successively in the Public and High School of St. Louis, a complete classical curriculum at Smith College, Northampton, Mass, and after her graduation she was solicited to teach in the St. Louis High School, and later in Mary Institute, in both of which positions we chance to know she secured the highest grade of excellence.—*American Journal of Ed., St. Louis.*

A Reading Lesson.

A duel was lately fought in Texas by Alexander Shott and John S. Nott. Nott was shot, and Shott was not. In this case it is better to be Shott than Nott. There was a rumor that Nott was not shot, and Shott avows that he shot Nott, which proves either that the shot Shott shot at Nott was not shot, or that Nott was shot notwithstanding. Circumstantial evidence is not always good. It may be made to appear on trial that the shot Shott shot shot Nott, or, as accidents with firearms are frequent, it may be possible that the shot Shott shot shot Shott himself, when the whole affair would resolve itself into its original elements, and Shott would be shot, and Nott would be not. We think, however, that the shot Shott shot shot not Shott, but Nott; anyway, it is hard to tell who was shot.

This can also be used as an exercise in language. The lesson would be to classify the *shots* and *nots* as action-words or names, giving reasons for the classification.—*Indiana School Journal.*

Two Sides.

“There is a shady side of life,
And a sunny side as well,
And 'tis for everyone to say
On which he'd chose to dwell.

For every one unto himself
Commits a grievous sin,
Who bars the blessed sunshine out,
And shuts the shadows in.”

—*Ed. Voice.*

METHODS AND AIDS.

History.

ROSE V. WINTERBURN, HIGH SCHOOL, SAN DIEGO.

History and Literature are too frequently spoken of, even by our practical teachers, as culture studies, as if the only result to be gained from careful, painstaking work in these two branches were the ability to talk learnedly on the subjects they present. The literary student need not become a bookworm; in fact, he may be trained to be the quickest and most accurate observer of human nature.

No pupil who studies History as a simple recital of past events, or a narrative of great names and dates, will receive from it any inspiration whatever for life, for active participation in *to-day*. He who sees in it the causes of the rise of this state and of the fall of that one will be fitting himself to read the signs of our own age. Whoever learns in American history about the difficulties that attended the drawing up of any constitution for our nation at its birth will understand why to-day there is need of various adjustments of the national organization, to meet the needs of our broad empire. We cannot afford to crowd into the background a study that presents such practical lessons to our future voters; nor to allow untrained teachers to place it before their pupils. There is too much at stake.

There are at least two thoughts that even the youngest pupils should gain from continuous history. The first one that I would seek to point out, especially to young minds, is the great resemblance life of one age bears to that of every other. Children are too liable to read of Alexander as the great General of three centuries before Christ, not as a man whose motives and requitals are such as may meet us on every hand. Second, his overpowering ambition reveals itself to the childish mind as the force that led him on to success. They cannot see for themselves, and, too frequently, they are not led to observe that this ambition blinds him to his obstinacy, selfishness and cruelty, and ruins him as a man just as surely as it has fastened to his name his favorite title, the Great. Lead children to notice these facts, to think them out for themselves, not as a moral to "adorn a tale," but as a first step in the study and analysis of human nature. With such direction in

their work, great stores of worldly knowledge, of political sageness, of military skill, will be unfolded in the stories of human life which delight young minds. For children should certainly be introduced to history through biography; they always like to hear about people, and many a restless boy or whispering girl in the fourth or fifth grade might be made interested and happy by one of the numberless charming stories of history—of real history, I mean.

In this way historical or biographical sketches might be used at least twice a week; and to save time, always an important thought to the teacher, they might be made the foundation work for some of the oral and written lessons in English, while at the same time a most excellent beginning would be made in good, historical training.

Reading in the Grammar Grades.

(Paper read at the Sacramento County and City Institute.)

BY MINNIE SWEENEY.

Before presenting these outlines of a course in reading, which experience has approved as having secured a fair measure of success, it is well to take a cursory glance at the attainments brought by the child to the work of reading in the Grammar department.

He assumes a correct position, articulates distinctly, and pronounces at sight common monosyllables and dissyllables; in general, he reads with fluency and intelligence such selections as are comparatively simple in thought and style.

With so much done, the work at this time would seem to grow less arduous; yet it may be said, I think without fear of contradiction, that no other work of the classroom demands so much of unremitting labor as does the subject of reading.

The chief difficulty lies in the fact that at the period of entrance into the Grammar department, nearly all the subjects taught lie out of the ordinary range of the pupil's mind. Grammar, physiology and history are themes entirely new to him. In the more familiar ideas of the geography and the reader he might hope to advance with little effort, were it not that the language here confronting him is much more elevated in character than any he has hitherto met with in text books; it is also very different from the common medium of his daily intercourse on the street or playground; nor does the home itself often afford him its counterpart.

Without presenting work thus beyond him, we cannot hope to attain the primary object of teaching reading, viz.: to lift the student to higher planes of thought and language, that he may enter with ease into the domain of knowledge.

To ensure the conquest of the ever-recurring twin difficulties, thought and language, the work is divided into two branches, equal in importance. The first branch may be designated General Reading. Under this head each lesson *designed for study from any text-book except the Reader*, must be treated *first as a reading lesson*. For example, before assigning any portion of a chapter in history, the entire chapter is read *at least twice*; in the first reading the new words are noted, pronounced and defined; in the second the endeavor is made to grasp correctly the meaning of the text.

That such preliminary reading is absolutely necessary to the formation of proper habits of study, as well as to a just comprehension of the subjects considered, will not be disputed by any one who has observed the incorrect, and often ludicrous, ideas entertained by children, when left to an unassisted study of text-books.

In a few words, we are able thus to outline a task, which occupies *at least some portion of every hour* spent in the classroom.

The second branch of the subject, Special Reading, or reading proper, claims the reader as its only field of labor. The number of lessons laid out by the various Boards of Education as a year's work is usually greater than can be taken up in a course crowded with subjects. The first care, then, is to select certain lessons as types. The work begins with narrative, and increases gradually in difficulty, as may be seen by the following list, which formed the basis of study for a Second Grade, or eighth year class: 1. The Widow of the Pine Cottage. 2. The Glove and the Lion. 3. The Return of Columbus. 4. The Battle of Beal 'an Duine. 5. The Spacious Firmament. 6. The Last Night of the Voyage. 7. The United States.

OUTLINE OF THE WORK.

The time given to each recitation is about forty minutes, twice a week. The first lesson is a reading of the selection for the pronunciation of new or difficult words; pronunciation being considered in a two-fold bearing: (1) Written syllabication, including accent and diacritical marks. (2) Oral syllabication. Definitions are given chiefly with reference to the use of words in the text. This recitation may be compared to the breaking of new ground, and is exhaustive of much patient effort. The second lesson includes, first, a review ex-

ercise, which consists in pronouncing and defining at sight from a list the words specially studied in the previous lesson; then a second reading, to grasp the idea of the selection as a whole; during this reading are discussed every question and suggestion offered by the text-book, as well as the additional ones presented by teacher and pupils.

The lesson is now assigned for home study, after impressing upon the pupil's mind four points of acquisition: (1) A correct pronunciation of all words. (2) Their definitions or explanation. (3) A clear understanding of the whole selection. (4) An intelligent oral rendering of it.

The third recitation reviews the points just recited, and adds a drill in tone, pitch, inflection, emphasis and pauses. The lesson is again offered for home study, with the direction that it be read aloud three times, with the object of covering every point of instruction.

The fourth and last recitation is a reading of the selection to test the degree of proficiency reached by the student.

RESULTS.

It might be objected, very justly, that so many studies of one selection would be unduly tiresome. But experience proves the contrary. The pupil, having had an ideal set before him, enjoys the steps that lead to its attainment. From intercourse with students, I am satisfied that the mere possession of such an ideal lifts them to higher mental levels.

One declares that he enjoys his *Youth's Companion* and kindred literature more than ever before, because he meets so many words with which he has become familiar in the reading exercises. Another criticises with excellent taste the style of a public speaker, while a third selects with unerring judgment the best from a number of fine declamations.

Furthermore, I have noticed many faults disappear from the speech and written work of a class, the members of which had engaged enthusiastically in a term's work in reading.

Although cheered by evidences of progress, we are careful not to present work so far beyond the student's capabilities as to discourage him or ourselves. For obvious reasons, such selections as "Hamlet's Soliloquy" and "An Elegy in a Country Churchyard" can rarely be read by average Grammar Grade pupils, with anything but a degree of superficial excellence. Such work belongs to a later period of study.

But, though we may not scale the heights, there is reward enough for us on lower levels. As parts of this return for labor, we may ex-

pect in the student a readier grasp of written and spoken language, an extended vocabulary, a more pleasing enunciation in conversation and oral reading, and lastly, above and beyond all these, a mind so enriched and disciplined that it will prove a fruitful field for further culture.

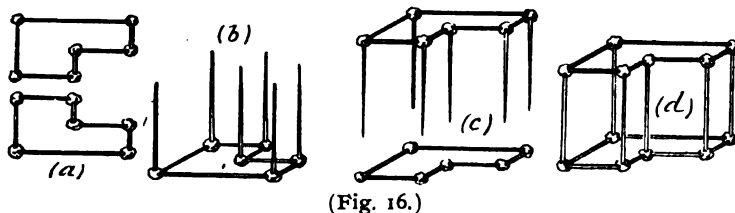
Drawing Excerpts.

(Copyrighted 1891, by Paul A. Garin.)

NUMBER I—Continued.

FROM THE DRAWING COURSE FOLLOWED IN THE PUBLIC SCHOOLS OF OAKLAND, CAL.

SKELETON MODELS OF PRISMS—GENERAL METHOD.



Peas and toothpicks (or pieces of cork and wire).

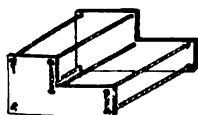
(a). Make the two bases.

(b). Invert perpendicularly a toothpick on each corner of one of the bases lying flat upon the desk.

(c) and (d). Turn (b) over, and insert the other ends of the toothpicks into the peas in the corresponding corners of the second base.

NOTE.—The peas should be soaked over night, and left to dry about one hour before using them.

CARDBOARD AND TWINE.



Work similarly Desk-Shaped Prism.

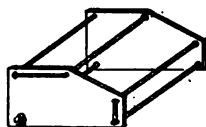
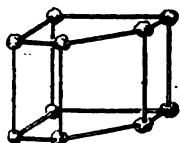


Fig. 18—Peas and toothpicks.

Fig. 19—Cardboard and twine.

REGULAR HEXAGONAL PRISM.

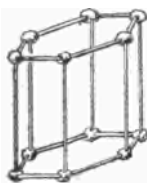


Fig. 20.

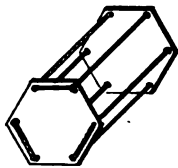


Fig. 21.

Fig. 20—Peas and toothpicks.

Fig. 21—Cardboard and twine.

All other prisms may be made in the same manner.

Specimen Program for "Lowell Day."

SANTA ANA—A. W. PLUMMER, SUPERINTENDENT.

February 22, 1819.

February 22, 1892.

Class of '93.....High School
Music.....The Foot Travelers

QUOTATIONS FROM LOWELL BY MEMBERS OF THE CLASS.

Birth and Boyhood.....
The First Snowfall.....
Storm at Appledore.....
Under the Willows.....
Music.....Banner of the Free
College and After Life.....
June—from "The Vision of Sir Launfal".....
Winter.....
Condescension in Foreigners.....
The Courtin'.....
Music.....Merry Harvest Time
As a Diplomat.....
Selection from "A Good Word for Winter".....
The Heritage.....
The Herons of Elmwood (*Longfellow*).....
The Present Crisis.....
A Last Interview.....
Presentation to the School of Lowell's Portrait.....by the Class of '93
Response.....by Rev. H. D. Connell, President of the Board of Education
Music.....America

CORSETS or no corsets in the public schools is a question naturally brought to the front by the increasing attention paid to physical culture. It is a matter that must be handled wisely, but we believe that the steel and whalebone environment will go.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

"How to Manage School Trustees."

C. D. KNIGHT, CLERK OF RANCHITA SCHOOL DISTRICT, SAN LUIS OBISPO
CO., CAL.

Our attention was directed to an article with the above heading in your excellent JOURNAL, written by some one who was striving to give points to teachers in managing what they are pleased to term "the ignorant School Trustee." It nettled me a little. For after filling the position of teacher for ten years, part of the time in town and part in the country, I have been brought into contact with this class of people to whom the writer refers so flippantly. As a "schoolmarm" I was often obliged to call upon them for favors, and seldom called in vain when my request was reasonable.

Closing my career as teacher by marrying (the usual way), I find myself, after a lapse of sixteen years, again connected with public school work—this time as an "ignorant School Trustee," the electors of our district having elected a full Board of women, and I am serving my second year as Clerk of the Board.

With this experience to rely upon, I have concluded to write upon the management of School Trustees. The School Trustee is the only person connected with the school work that is asked to work without pay. From the President of the State University to the Janitor of our town school, all are well paid. Their duties are all set forth in a practical, business-like way, and everything that pertains to their work comes to them through an appropriate channel.

How do School Trustees get their instructions?

First, it must be remembered they are bread winners, and have not time to go on a still hunt for information to assist them in discharging their duties.

I can but show some of the difficulties under which these "ignorant School Trustees" work by giving some of our own experience.

Our teacher requested the parents to buy Music Readers for their children, as the Board of Education had adopted them, and she was required to teach this subject. Only two parents responded to the teacher's request. The excuse given by the others was that if they

did buy Music Readers it would not be two terms before they would be ordered to buy something else. Our Board then decided to put the Readers into the Library, so the teacher would not be hampered. I did not like the way the author handled the subject of music, but there was no way for a Trustee to make an objection or get a hearing relative to the stuff we were expected to buy, or the prices we were to pay for it.

These books were in our school only two terms, when our teacher returned from the Institute to inform us that the old Music Readers were done with at last, and now we were to have a Chart. I offered some objections, when she broke in with: "Oh! we *must* have the Chart; the Board of Education ordered it!" It seemed we were to do just as a pert miss or a glib-tongued book agent instructed us. Well, in a few days a book agent put in an appearance with the much-talked-of Music Chart. He brought a letter from our County Superintendent, stating that the Board of Education had adopted the Music Chart. Now, this was the first notice we had from him. The shrewd agent tried to impress us with the idea that there was no alternative, but to buy the Chart of him.

My chickens hadn't quite scratched the wheel marks of this man's cart from my door-yard before in came another agent with another "scalping knife," to be used in inducing the "ignorant School Trustee" to buy more Charts.

I laid the matter before the Board, and they thought that \$40 spent for standard books on the subjects treated in these Charts, would discount in this hot, dry climate, the bits of pasteboard, crackers and glue offered us at that exorbitant price.

Our teacher came from another Institute with an array of changes, and forthwith tried to enlighten us on our duty, as usual. Later on she wanted her money. I had received notice that there was only \$75 to our credit. It seems that the County Superintendent had told the teachers all about this at the Institute, but our's had forgotten it. The State JOURNAL comes to the Clerk, of course, and is full of good, useful information, but there is little that concerns our work.

Now for a remedy. We see there is now no practical way in which the Trustees can be brought into communication with the County Superintendents and the Board of Education. Suppose our educators take the dilemma by the horns, and ask for a law that will bring the County Superintendent, Board of Education and Trustees together once a year, the expense to be met out of the fund of each district.

The Trustees could then get their information first-hand, and the Superintendent and Board of Education would have a chance to elevate the ideas of the backwoods Trustees, and interest them in the plans they have mapped out for the schools.

Our new High School Law is a grand one. Now, let some attention be given to the "ignorant School Trustee," upon whose shoulders part of the weight of this great scheme must rest. Upon his ability to "act well his part" lies the secret of a great success or many an ignoble failure.

A High School Delivered from Straits.

The *San Rafael Tocsin* has this to say of the local High school:

"The High school is all right. Its teachers will be unable to draw their warrants on the County Treasurer but they will be paid their salaries just the same. The town has clearly written on its record, we take no step backward.

"As stated in last week's *Tocsin*, an effort was made to raise the necessary sum to carry on the school till next July by private subscription. The required amount was \$720, and Professor Smythe was authorized by the School Trustees of the district to canvass the question of donations. He started last Saturday morning and did a little work after school hours this week. By last Wednesday evening, every dollar of the sum needed was subscribed. Professor Smythe was surprised at the success that attended his efforts. This is his first experience in the line of soliciting financial aid for any department of the public schools, and he entered on the undertaking with many doubts and misgivings. He now says that his tour was rather a pleasure than otherwise. He scarcely experienced a single refusal and most parties seemed to consider it not only a duty but a principle to contribute. Had the amount been four times as large, Mr. Smythe says he could have got it just the same. He declares that the people of San Rafael are the most liberal in public matters that he has yet come in contact with.

"The money will be placed in the bank, and the High school teachers will be paid by draft on it. After July, the district will be in a position to provide funds for the High school by a special tax or other general expedient. It is really too bad that the present burden which belongs to the community at large, should be thrown on the shoulders of a comparative handful of generous people, but there seems to be no way out of it. At least it is gratifying that they bear the burden uncomplainingly."

A School Trustee's Remarks.

BY MAMIE E. KEARNEY, MARIPOSA COUNTY.

This year 'twas 'at I was elected,
To the office of School Trustee—
Which bein' th' father of a family,
Wus the reason they pitched on me.

So awfter th' school hed bin runnin'
A couple o' months, or so—
I sed to Samantha, at dinner,
I s'posed I'd orto go

To visit th' school—'twas expected,
Bein' I was a Trustee,
I'd orto take an interest—
An Samantha she thought with me.

So I put on me Sunday riggin'
An set out fer th' school,
Reachin' ther' jest e- th' teacher
Hed given out a spellin' rule.

I allus thought 'at a teacher
Hed mighty little to do,
Ony to set and hear 'em
Resite ther' lessins through.

An into my calculashuns
It never entered, afore,
What a powerful sight she hed to do,
If she tried to git through at four.

There wus 'bout forty schollers
In th' schoolroom—mebby more—
Restless es eny young colt, wus they,
An lookin' towards th' door,

Longin' and longin' fer recess,
An nary a straw cared they
Whether ther' lessins wus puriect or not,
So full they wus of play.

An Jimmie Brown wus a stickin'
A pin in Bub Robinson's ear,
When Bub set up a howl which, believe me,
Twas orful jest fer to hear.

Th' teacher wus hearin' a lessin,
Jest askin'—"what's three times three,"
When she hed to stop an correck 'em,
An she did it, calm es could be.

She's wonderful gentle 'an patient,
An yit, she's commandin' too,
When she tells the youngsters to do a thing,
They know 'at they've got it to do.

Ther's a thousand an' one little worries
 Thet vex her during th' day,
 An' teachin' school I kin tell you,
 Issomethin' more than play.

The school-ma'am an' I hed quite a talk,
 An' she brung me around to see
 'At teachers an' parents 'ort allus
 Fer to work in harmony.

I 'aint got much eddication,
 But it don't need much to see—
 'At when parents upholds th' children,
 How things is likely to be.

It larns on 'em fer to be sassy,
 An' sass is a thing to despise,
 So they play it upon th' teacher,
 For they know 'at she dar'nt chastise.

When th' mothers thinks their Johnnie
 An angel upon th' airth,
 An' th' fathers allows 'em to tattle
 As they set afore th' hearth

Uv all thet goes on in th' schoolroom—
 What this one did, an' what that,
 But they never do nothing ther'selves,
 You kin trust a youngun fer that.

I told our schoolma'am to go ahead,
 An' es fer es it went with me,
 Whenever they did'nt behave theirselves,
 Fer to give 'em the limb of a tree.

She know'd well, at me grammar
 Wus not what it orto be,
 Fer I told her 'at when I was goin' to school,
 'Twas allus Lating to me.

I don't b'lieve in bein' onhuman,
 Or anything of th' kind,
 But ef children's a going to learn well
 They've *just* got to learn to mind.

Ther'for I'll say, in conclusion,
 'At I think teachin' school
 Is mighty nigh es hard es
 Ridin' a kickin' mule.

Fer there's allus a kick from somewhar,
 An' you know s' well 's I do,
 Ef th' marks wus on th' teachers
 They'd be litterly black an' blue.

But, each to his occupation—
 What'd suit you would'nt suit me,
 So I s'pose 'at it suits th' teachers,
 Fer to teach th' A, B, C.



Tree Planting.

When we plant a tree we are doing what we can to make our planet a more wholesome and happier dwelling-place for those who come after us, if not for ourselves. As you drop the seed, as you plant the sapling, your left hand hardly knows what your right hand is doing. But Nature knows, and in due time the Power that sees and works in secret will reward you openly.—*Oliver Wendell Holmes.*

So here we set this little seed,
And trust its tender boughs to time;
To grow to touch the stars sublime;
As g ows and grows some small good deed.

—*Joaquin Miller.*

Arbor Day Circular.

THE FOLLOWING CIRCULAR LETTER HAS BEEN ISSUED BY SUPERINTENDENT HARRELL.

To School Trustees, Teachers and Pupils of Kern County:—

Within the past five years much money has been expended in Kern County in erecting new school houses, in remodeling those already built, and in the purchase of new and modern school furniture: the desire to provide comfortable, well-furnished rooms seems to be general, and the marked improvement in this direction speaks well for the citizens and taxpayers, who have voluntarily taxed themselves heavily that the children of the county may occupy commodious and suitable quarters.

But, while so much time and money has been expended and so much accomplished in this direction, one of the most important, yet least expensive, means of beautifying the school surroundings and adding to their comfort has been almost if not entirely neglected. While handsome buildings, creditable to any locality, have been erected, at

an expense of hundreds and thousands of dollars, the grounds adjacent to these structures remain, in many instances, wholly unimproved from year to year. In the majority of districts the school premises, which might be made so interesting and attractive to pupils, parents and teachers, are barren of any tree, shrub, or flower, and, in places, even choked with a growth of unsightly weeds.

None will dispute that this is a condition that should be remedied without unnecessary delay; I therefore respectfully suggest that Friday, March 4, 1892, be observed throughout the county as Arbor Day, and that at that time all interested in our public schools take concerted action with a view to improving and beautifying our school grounds by planting trees and flowers.

If, by reason of climatic conditions, the date selected proves impracticable for mountain schools it is suggested that the Trustees of districts designate a later and more suitable day.

In the matter of procuring trees, in many instances, no doubt, if the subject is properly presented, ample donations will be made by patrons and pupils; but no district need depend exclusively on this. The purchase of trees is a proper charge against the school fund, and orders drawn in payment thereof will be honored at this office.

Permitting each child to plant a tree which he can claim as his own, or allotting certain ground to particular grades, making each child or grade responsible for the condition of its own property, will stimulate a healthy rivalry among the children and make the day one of unusual interest to them.

The preparation of an appropriate literary program can be made a profitable feature, and will prove a means of insuring the attendance of the adults of the district. In this connection I appeal to and earnestly urge the teachers, on whom, in a great measure, rests the responsibility of preparing and carrying out the work suggested, to use their best efforts to make a success of this movement, which means much to the school interests of the county.

Tree Planting in National City.

In all the thought and talk about "Arbor Day" the school grounds, as a rule, been considered the field of operation. Principal Baldwin and his associate teachers of National City, supported by a progressive and enthusiastic community, have taught the school children to have a wider application of the growing favor in which tree planting

is held. A day was recently given there to the delightful labor, and the work begun on the school premises leaped those narrow bounds, and along all the streets happy children were seen planting the trees that had been generously donated. The interest in the school expanded to an interest in the town, and to the pride of the pupil was added the first kindlings of the pride of the citizen. We can imagine how this brought children and adults, school and community, into closer sympathy than ever before, to the benefit of each and all. Now, let the trees be cared for in the long summer of trial that will follow the springtime of rejoicing, and the future tourist will be delighted, and the citizen derive solid satisfaction from the work of this day.

Reciprocity in Certificates.

A correspondent in the *Rohnerville* (Trinity County) *Herald*, commenting upon a resolution recently adopted by the Trinity County Board of Education, adverse to the granting of certificates upon certificates from other counties, says:

As for the refusal of this Board to grant Grammar Grade certificates upon certificates of like grade from other counties, it finds no less precedent for its action than the refusal of the Humboldt Board to recognize Grammar Grade Certificates of this county. Our standard of examination has not been higher, but, in fact, lower than in a majority of the counties of the State. Notwithstanding this, year after year teachers come into this county, teach one term on a temporary certificate, and before the regular examination return to their own county.

We have at least twenty competent teachers holding certificates of this county, obtained upon examination, who have been unable to secure schools. Is it right that we should discriminate against them in favor of teachers from other counties, holding certificates of the same or lower grades, when the same courtesy is not extended to our teachers? The standard of examination should be uniform throughout the State, and the law giving the County Boards the right to grant Grammar Grade Certificates on certificates of like grade from other counties was a step in the right direction, but, as other counties have discriminated against us, we must, as a protection to our own teachers, follow their example.

TEACHER.

Do you work to the following ideal? It is the only true one: "Ruskin said that the man who knows where he is, where he is going and what he had best do under the circumstances, and who has his will so subdued that he is ready to do what he knows he ought to do, is *educated*; and the man who knows not these things is *uneducated*, although he could talk all the tongues of Babel."

How It Comes.

Over-supervision on the part of School Boards is generally centered in two extremes—the ignorant members and the learned members. The ignorant member is content if the children sit still, read and write well. He knows nothing about growth or stimulus (unless it be the stimulus of the rod), and, of course, sees virtue often in what is positively evil. The learned member believes in standards and examinations, and is continually harassing the instructor with his "great expectations."

On the part of Principals of schools, this minuteness in supervision comes from conceit. It shows itself in those directions in which they think they will gain the approbation of their superiors or the public. Are the percentages of attendance published in the annual report? Then their chief concern is the percentage of attendance. Parents have no rights in the premises, and both children and teacher must be tormented by a great deal of senseless fault-finding. Are the examination percentages printed or placed on file? Then come, in the language of Boston's Superintendent, gilt-edged classes, which always means memory at a premium and goodness at a discount. Under such an authority, the essential function of the school is lost sight of, and, again, what seems virtue is really evil.

Superintendents sometimes err in supervising too much. Instead of trying to influence legislation that it may place a competent teacher in each room, and then surround her with conditions favorable to successful work, they in many instances waste their energies in looking after the petty details of management and methods of work—labor which always detracts from the dignity and influence of the position. Any supervision that does not respect the independence of the teacher is dear at any price. The incompetent, who would alone be benefitted by such superintendence, should be dismissed, or, if a School Board is so forgetful of its duty as to legislate such teachers into positions, then should the Superintendent put these into leading strings, but not the whole corps.—*Popular Educator*.

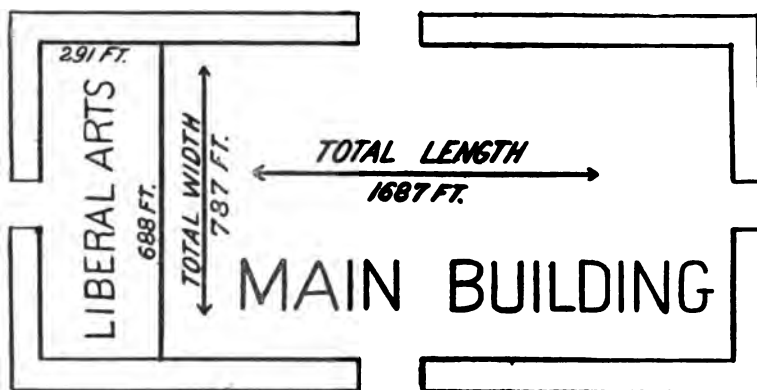
The World's Fair.

SCHOOL EXHIBIT.

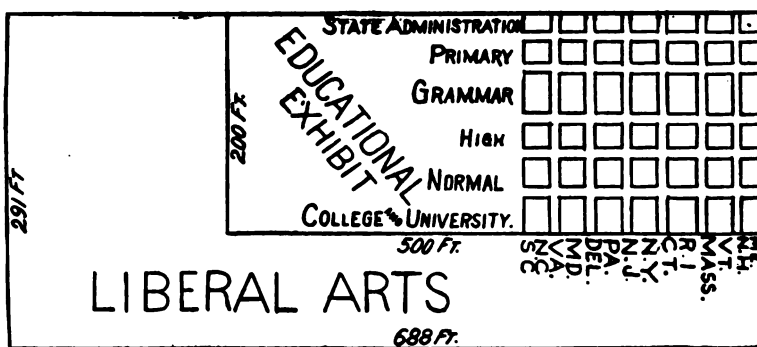
The Educational Exhibit, if competitive, will appear in the Main Building of the Exposition.

The exhibit will be limited for room, and should therefore be representative of the best that is being done in all grades and under all the varying conditions that are typical. The California Exhibit will be placed in the State Building, where it will be under the charge of the California State Commissioners. Yet some of our schools, notably the Normals, may enter into competition in the Main Building. The Department of Liberal Arts, under which head the Educational Exhibition is placed, will have space 688 feet by 291 on the floor, and 688 feet

by 200 in the gallery. 200,000 square feet of this is assigned to Education, half of it to the public schools. (See ground floor plan.)



The public school exhibit will be at the front and on the lower floor. The special features, such as the kindergarten, sloyd, manual training, sewing, cooking, physical culture, etc., will not be exhibited with the general public school work, but will be found in the gallery. The space for the public schools will be divided into sections of different widths, so that two States, one with a large and the other with a small exhibit may be grouped together. The accompanying cut will give the idea. The plan for the California Exhibit will appear in the May JOURNAL.



TEACHER—"Tommy, man has been called the laughing animal. Can you mention some other attribute that raises him above the mere brute?" Tommy—"Yes'm. He knows how to spit."

Can Union High School Districts Issue Bonds?

Our attention has recently been called to the fact that the power of Union High School Trustees in the matter of calling an election for a special Tax or for Bonds has been questioned.

The section of the Bill giving such Trustees the same powers as are given to School Trustees in the general law seemed to us to cover this point. A reference of the matter to Superintendent Anderson brought forth from his ample budget of opinions the following:

(Opinion 175.)

SAN FRANCISCO, October 19, 1891.

Hon. J. W. Anderson, Supt. of Public Instruction, Sacramento, Cal.

DEAR SIR:

In my opinion Boards of High School Trustees, under Section 6 of the High School Act (Statutes of 1891, page 183) have power to submit to the electors of the district whether bonds of such district shall be issued and sold for the purposes mentioned in Section 1880, Political Code.

Yours respectfully,

OREGON SANDERS,

Second Deputy Attorney-General.

A Good Word for the Kindergarten.

One of the best proofs of the merit of the kindergarten system in this city is given by the offer of New York capitalists to put up \$50,000 for the establishment of a similar system in that city. These men want to secure the services of Mrs. Sarah B. Cooper, to whom the success of the Golden Gate Association is mainly due, but, fortunately for San Francisco, Mrs. Cooper feels that her first duty lies near at hand. What the kindergartens have done to reduce juvenile crime in San Francisco, and to make good, honest, hard-working men and women out of poor and neglected children, is incalculable. The money value of this work is far beyond even the large sum that has been contributed for the support of these schools, and the charity is one which should appeal to everyone who is anxious to do his share in making life better worth living for those who start handicapped in the race.—*S. F. Chronicle.*

We have received a handsome Commercial and Political map of the United States, Canada, British America and Northern Mexico, showing railroads, counties and principal towns, with statistical tables etc. Send \$1 to John Russ, 468 Tenth street, Oakland, Cal., or to Brown, Craig & Co., S. F., for copy.

If you want a position any where, at any time, write for circulars, to A. Megahan, 4 Tenth street, Oakland, Cal.; State Manager of the National League of State Teachers Bureaus.

NORMAL SCHOOLS.

Notes from Regular Correspondents.

SAN JOSE.

The beginning of the new school term in February found several changes in our faculty. Mrs. Hughes, who had taught history and constitution since 1889, had resigned, and her place is now filled by the Assistant Librarian, Miss Helen Sprague, of the class of June, '90. Miss Bennett, who had been a member of the faculty since 1881, is now Mrs. Barnhart, and no longer connected with the school. Miss Lora Scudamore, of the class of May, '87, and also a student of Michigan University, has been elected a teacher of algebra and geometry. Miss E. G. Payne, a graduate of Albany Normal College, and lately Assistant Principal of Kingston School, New York, is filling the place of Miss Bethel, whose leave of absence has been extended five months.

Work on the annex for the Training Department is being carried on rapidly, and in a few months San Jose will have one of the most finely-equipped training schools in the United States. The rooms are large and pleasant, and will be heated and ventilated according to the Sturtevant system. The building will be ready for use by September.

On March 11th, a mass meeting was called in Normal Hall to consider the possibility of raising funds to erect a building for an art gallery and school. M. P. O'Connor has offered the city of San Jose for this purpose the sum of \$500, in addition to a valuable statue, entitled "The Lost Pleiad," by Randolph Rogers, the designer of the bronze doors of the Capitol at Washington. It is expected that the Trustees of the Normal school will give a portion of the grounds for the building, thus diminishing the amount to be contributed, and also making the situation accessible to both High school and Normal school students. There are some whispers of an entertainment to be given by the Senior A class, for the purpose of increasing the Normal school subscription to the fund. It is to be hoped that the plan will be a success, as an Art Association cannot fail to bring both culture and enjoyment to San Jose.

We were delighted to have with us one morning last week the popular author, George W. Cable. After a few kindly words of greeting, he recited a chapter from his novel, "Dr. Sevier." Becoming ac-

quainted with the author makes one read his stories with greater pleasure than ever before.

Of the last graduating class, January, '92, the following members are teaching: Mabel Cutler, in Eureka, Nev.; Lillian Durkee, in Lake county; Mercy Farnsworth, in Santa Clara; Mrs. A. F. Smith, in Napa; and Helen Wight, in San Benito. A. N. Berreyesa is soon to take charge of a school in Mendocino county.

The following facts are of interest to all Normal school graduates: Nearly all of the County Superintendents have responded to a question from Professor Childs as to the value of Normal Diplomas in the various counties of the State. Grammar grade certificates are granted upon the Normal Diploma of any State in Butte, Alameda, Amador, Calaveras, Contra Costa, Del Norte, Fresno, Glenn, Los Angeles, Marin, Mendocino, Napa, Nevada, Orange, Placer, Sacramento, San Bernardino, San Diego, San Luis Obispo, Santa Clara, Siskiyou, Solano, Sonoma, Tulare, Yolo and Yuba counties. Santa Barbara county grants only a temporary certificate upon any Normal diploma, and Monterey a primary, until two years' teaching has been done, when a Grammar grade certificate is given. Only California Normal diplomas are recognized in Humboldt, Lake, Mariposa, Merced, San Benito, San Joaquin, Shasta, Stanislaus, Sutter and Trinity counties; but in Santa Cruz and Ventura temporary certificates are granted on Normal diplomas of other States, and permanent ones on California Normal diplomas.

LOS ANGELES.

The Los Angeles Normal School has at present seventy in the Senior class, one hundred one in the middle class, and one hundred thirty-one in the Junior class, making a total of three hundred two.

Former graduates, when they visit us, miss from her place in the Chemistry Department their old friend, Miss Helen Cooley, who last September took a position in the East. She was succeeded by Mrs. English, who came to us from the Los Angeles High School.

Miss Martha Knapp, for several years Principal of the Training School, also went East last September. Mrs. Frances H. Byram was appointed in her place, and Miss Carrie Reeves, of the class of '88, succeeded Mrs. Byram in the second and third grades.

Our gymnasium is not yet so old that it has ceased to be new. We are justly proud of it, and thankful for the benefits derived from its use. Our work there has already won us some renown. The managers of the Citrus Fair recently held in Los Angeles invited the Nor

mal students to give a gymnastic drill at Hazard's Pavilion. About twenty young ladies of the Senior class responded with an exhibition of club swinging, thereby covering themselves with glory.

Quite a large number of books have recently been added to the Library, which now contains over twenty-six hundred volumes. The Library is an important adjunct to the school, and the students thoroughly appreciate its value and make constant use of it for reference.

CHICO.

The museum grows and improves. The latest work that has been done is the classification and naming of quite an extensive collection of fishes. Two cases of insects have also been recently labeled by a member of the Senior class.

The Alpha and Adelpian Literary Societies are very busy just at present with the preparation of a program for an open meeting April 8th. We are pleased to note that members of the lower classes are beginning to take part in the open meetings, and we think that the advantages offered by the societies are beginning to be duly appreciated.

The class in solid geometry have, during their study of that subject, been required to illustrate the various solids they have considered by carving them from wood, or molding them in plaster of paris, putty, etc. Some of the class have developed considerable talent in this line, and Professor Ritter now has some very creditable work to exhibit.

Our library has recently been considerably enlarged. We now have more than twice the room for books that we have had heretofore. The books lately received have been mainly in the departments of history, literature and science. One feature of the library worthy of mention is the practice, lately inaugurated, of providing one or two dozen duplicate copies of useful reference books, instead of single copies by many different authors. We have been much pleased with the results, especially in the literary work. We think the plan to be an excellent one.

Friday evening, March 18, the famous Max O'Rell (M. Paul Blouet), spoke to the people of Chico in Normal Hall. He is one of the most charming lecturers of the day, and it is needless to say that those who were privileged to hear him listened to a most-highly entertaining and instructive lecture. Fortunate are those who may listen to the man who has aroused more enthusiasm from press and public than any other foreigner who has visited America.

EDITORIAL.

TEACHERS can take their choice of summer schools. Professors Childs and McGrew will be in charge in San Jose. (See ad.): Supt. Monroe, at Pacific Grove again; Supt. Harr Wagner, at Coronado; E. P. Rowell, at Redondo Beach.

DR. A. E. WINSHIP, of the *New England Journal of Education*, is visiting the Coast again, and his name appears on the program of Teachers' Institutes. He will meet with a generous welcome, because no other educator from the East who has ever visited us has shown such a thorough and appreciative interest in the State and the schools as has Dr. Winship. He took us at our worth, and in eloquent terms declared us to be worth a great deal. The regard was entirely reciprocal, and the right hand of fellowship will be extended him.

THE semi-annual collection of taxes brings a smaller apportionment of State School Fund in February, part of the taxes collected going over for apportionment in August. As the school year closes in June there will be a shortage this term in many districts. Superintendent Armstrong, of San Luis Obispo, worked hard to secure a larger rate from his Supervisors last fall without success. He is now explaining the situation to his constituents, who are facing the necessity of a short school term. His experience is not an uncommon one. This shortage need not be repeated, for the August apportionment will straighten things out.

MARCH 19th witnessed a scene in the Haight street ball grounds, San Francisco, that each succeeding year will see repeated. It emphasized the fact that California has now two great Universities—institutions that will put each other to the mettle in many ways. From six to eight thousand people, representing the best, sat on comfortless seats in wind and cold to witness the first football match between the two great schools. The blue and gold of the State University was plainly the favorite. The crimson of Stanford was massed in a compact fourth of the seats occupied. It was a new game to the great body of the excited partisans. It was stubbornly contested. Victory remained with the younger school. It was unexpected, but fairly won. The utmost good nature prevailed. Next year the crowd will be larger, and throughout the year athletics are not likely to be neglected in either school.

PRESIDENT ELIOT, of Harvard, is just now receiving a right royal welcome from the school men of California. And not the school men alone, but the Alumni of old Harvard, prominent in the professions and in affairs, are eager and enthusiastic in giving a rich meed of honor to the distinguished representative of the intellectual culture of New England. His address at the State University on Charter Day elicited warm applause from an audience keenly appreciative. His happy comparison between the extreme East and the extreme West, between old Harvard and the University of California, with its less than a quarter of a century, was appropriate and pleasing; his broad and liberal statements upon educational problems were relished; his assertion that a man might be accounted educated, although he was ignorant of the sciences, so-called, and knew no language but the vernacular, sounded just a little strange in view of the speaker's surroundings, but the ready and general applause proved the sympathy of the audience. It was a notable event, and the presence of two University Presidents with their faculties, together with representatives of all the seminaries and colleges about the bay, makes sure that nothing that he said will be lost.

WE have received an indignant letter from a lady teacher of successful experience, the holder of a California Life Diploma, who has been denied the right to teach in a certain county of this State because the County Board under its rules will not grant her a County Certificate.

The present condition of things in this respect is absurd. The State Board of Education grants Educational and Life Diplomas upon the certificates and recommendations of County or City Boards of Education. The diplomas, the law says, are *valid* for six years, and for life respectively. *Valid* for what? Why should the State Board spend its time and the public money to issue to a teacher a paper that is of no more value in the county where he teaches than the Grammar grade certificates upon which the diploma was granted, and that may be of no value whatever outside that county. This is a professional question which the teachers of the State would do well to meet and settle. If we want the law-makers to recognize our professional work, we should not fail to establish a basis of professional recognition broader than the territory of city or county. In Section 1775 of the law *may* should mean *shall*. We will have more to say on this subject later.

THE quaint portrait appearing as frontispiece in the JOURNAL carries us back to the birth of the people's schools.

Comenius was not a genius, unless it requires genius to read the lessons of the times aright, and from the material, long-gathering and at hand work out practical results.

His theories on education had been more than hinted at by many predecessors in the field. Generations had been seeking to free themselves from the wide-spread devotion to tradition and the Latin tongue. More than three centuries before the birth of Comenius Wicklyffe had given the English people the Bible in their own tongue. The same had more recently been done for the Germans. The Elizabethan age was on, with all its rich dower of intellectual activity and commercial enterprise. The world was awakening as from a long sleep, and this Moravian preacher in the heart of Europe, broad-churchman, humanitarian, proclaimed that the time had come for the study of the *real thing*; that observation was the great medium of knowledge, and that the tongue of the schools should be the vernacular—Latin should be relegated to a second place. He reasoned from analogy. He sought for the secret of education in the seed, the chick. His system included equal educational advantages for both sexes, and gradation. He has been called the father of methodology. He taught in many cities, wrote a score of books and died, thanking God that he had been a man of aspirations—died—and for two hundred years and more was little talked of. History and literature paid little attention to the work of the man whose chief concern was for children.

Superintendent Monroe was the man, Pasadena the place to provide for a celebration to do honor to Comenius. The labor entailed was not small. In addition to the local participants on program extensive correspondence was had with leading educators in America and Europe. The ready responses were creditable to all concerned. Such a thing had to be done well or not done at all. The arrangement of the program required a wide circle of educational acquaintance, a thorough familiarity with pedagogical literature, and the confidence and sympathy of the local teachers.

The plan, the execution, were Mr. Monroe's. To him chief credit is due. He is to be congratulated upon the character of his assistants, by whom the appropriate thing was said and done, thus marking the proceedings throughout with excellent taste, and making the affair the most notable in the way of doing honor to an educational leader, long dead, this Coast has yet witnessed.



J. W. ANDERSON, - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent Public Instruction

Particular attention is called to the following decisions. Some of these may have been given before; but no harm will result from repeating them here:

303. Teachers holding County High School certificates, but not holding a city certificate, can be Principals of a City High School, unless there are special studies to be taught by them. In that case they "may be examined by the City Board of Examination in the special studies of such department." (Statutes of 1891, p. 163; Sec. 1775, Political Code.)

W. H. LAYSON,

First Deputy Attorney-General.

304. By virtue of Subdivision 13, Section 1543, Political Code, it is the duty of the County Superintendents to appoint Trustees to fill vacancies. The expiration of a term of office does not cause a vacancy; and until there is a vacancy the appointing power has no power to fill an office. (People vs. Hammond, 66 Cal., 657; People vs. Tyrrell, 87 Cal., 479; People vs. Tilton, 37 Cal., 624; Rosborough vs. Boardman, 67 Cal., 118; French vs. County of Santa Clara, 69 Cal., 520.) The present incumbent holds the office until the next regular time for election. (Sec. 996, Political Code) unless there occurs a vacancy as provided by Section 996, Political Code, such as death, resignation, failure to discharge his duties, etc.

W. H. LAYSON,

First Deputy Attorney-General.

305. In my opinion Boards of High School Trustees, under Section 6 of the High School Act (Statutes of 1881, p. 183) have power

to "submit to the electors of the district whether bonds of such district shall be issued and sold" for the purposes mentioned in Sec. 1880, Political Code.

OREGON SANDERS,
Second Deputy Attorney-General.

306. I am of opinion that the Act of 1875-6 in relation to schools in Trinity and Shasta counties is repealed by Section 1696, Political Code, which provides that "every teacher in the public schools must first before assuming charge of a school file his or her certificate with the County Superintendent." (See Statutes of 1891, p. 161.) Of course, the certificate must be of as high a grade as the school. A statute in this State can be repealed by implication.

W. H. H. HART,
Attorney-General.

307. I am of the opinion that the children of Indian parents, "who have settled upon Government land, and have United States patents therefor," are "school census children" within the meaning of the law. (See Section 1662, Political Code, as amended, Statutes of 1891, p. 160. Also *Wysinger vs. Cruikshank*, 82 Cal., 592.)

W. H. H. HART,
Attorney-General.

308. When there is no election, the old Trustees hold over. The County Superintendent appoints only when there is a vacancy. Expiration of a term of office does not cause a vacancy. (*People vs. Tyrrell*, 87 Cal., 479.) Should a vacancy occur, as provided by Section 996, Political Code, the Superintendent should appoint.

W. H. LAYSON,
First Deputy Attorney-General.

309. Under Section 1565 Political Code, "Each applicant for a certificate, except temporary, upon presenting his application, must pay to the County Superintendent a fee of two dollars, to be deposited to the credit of the Teachers' Institute and Library Fund.

W. H. H. HART,
Attorney-General.

310. It is my opinion that State Educational and Life Diplomas granted by the State Board of Education in accordance with Subdivisions 10 and 11, Section 1521, of the Political Code, entitle the

holders to teach in the public schools of this State. The Constitution (Art. 11, Sec. 7) provides that the Legislature may prescribe the powers and duties of said Board, which has been done. (Political Code, Sec. 1521; Subd. 5, 10 and 11.)

W. H. LAYSON,

First Deputy Attorney-General.

311. Section 1621, Political Code, provides that school moneys received from the State and County apportionments must be used exclusively for the support of the schools for that school year until an eight months' school has been maintained. The unexpended balance may be used for the year succeeding. (See Section 18 of Article XI of the Constitution.) The Controller formerly made the apportionment in August and February; but, on account of the installment plan of paying taxes, it has been changed to July and January. The apportionment made in July by the Controller, and in August by the Superintendent of Public Instruction, is from the funds collected during and for the previous fiscal year. The Controller is right in holding that the Superintendent of Public Instruction cannot make another apportionment of State School Funds until August next. The State School Fund is described in Section 4 of Article IX of the Constitution, and embraces moneys raised by taxation in pursuance of Acts of the Legislature. (Section 435, Political Code, Statutes of 1891, p. 471.) It is the duty of Superintendent of Public Instruction to apportion the State School Fund. (Subdivision 4, Section 1532, Statutes of 1891, p. 152.) How this is to be done is specified in Section 1858, Political Code, vol. 5 of Codes, p. 47. *Such apportionment will be available for the present fiscal year*, and will occasion but little delay in drawing warrants. See Section 8 of Article XI of the Constitution.

W. H. H. HART,

Attorney-General.

The foregoing opinion of the Attorney-General settles the question which has been so frequently of late presented to the State Superintendent. The State Fund apportioned by the State Superintendent in August will be available in the payment of claims accruing in the fiscal year ending June 30th, 1892. The balance, if any, may be appropriated to the payment of claims outstanding, or it may be used for the year succeeding. Of course there will be a short delay, as the apportionment by the State Superintendent cannot be made before August 1st, that is until the Superintendents report the census returns to this office. I am of opinion that the apportionment ought to be made

upon the basis of the census returns for 1891; but I have had no ruling upon this point. This part of the law needs amendment; however, for the present I shall be governed by the custom that has hitherto prevailed, unless the opinion of the Attorney-General should be to the effect that the apportionment must be made on the basis of the census returns of 1891. Superintendents will see the necessity for having their reports in this office by the 1st of August.

Supplies have been sent to all the counties. In some items the supplies in this office became exhausted; but as soon as the State Printer can provide the necessary blanks the remainder will be sent.

The State Board, in consequence of sickness in the family of Prof. More, of Los Angeles, and the inability of Prof. Pierce, of Chico, to be present, did not hold a meeting on March 18th, as was contemplated. It is not likely that a meeting will be held before April 13th.

I have selected M. P. Stone, of Grass Valley, to fill the position of Chief Clerk, made vacant by the sudden demise of W. J. Keightly. Mr. Stone is a teacher of many years experience; he held the position of Principal of the Grass Valley High School for several years, and is in all respects one who will fill with credit the position to which he has been appointed.

The text book on "Civil Government" has been completed, and as soon as the State Board can meet the price of the book will be fixed. It will then be subject to the order of dealers, and others entitled to order State books.

Inquiries are frequently made relative to the Advanced Geography. It will not be ready before July, 1893, if then. As this office is overburdened with inquiries, it is hoped that Superintendents and teachers will make note of this item.

The time of the State Superintendent has been so completely occupied during the last month that he has been unable to make a digest of the opinions or decisions rendered. These will appear in the next issue of the JOURNAL.

SWITZERLAND has a number of schools for teaching watch-making.

PROF. John Fiske makes the statement that there is not a competent scientific man in the world to-day who is not an evolutionist.

CALIFORNIA SCHOOL ITEMS.

PROF. Joseph LeConte and family are now in Italy.

THERE are 3,213 pupils enrolled in the public schools of San Jose.

OF the 1,262 convicts in San Quentin 213 can neither read nor write.

CHAS. Wetmore has succeeded C. E. Croft in the San Rafael High School.

CONCORD, Contra Costa county, will soon have a handsome new schoolhouse.

A NEW \$3,000 school building is being erected in San Leandro, to be completed in June,

A \$1,000 school building will soon be completed in West Fallbrook district, San Diego county.

MRS. Wilson, of Alameda, has presented the new Wilson School of that city with a valuable microscope.

THE two lady Trustees of Round Valley School District, Mono county, recently painted the schoolhouse themselves, and then canvassed the district and raised money enough to supply the school with new furniture.

GOVERNOR Stanford has contributed \$10,000 to defray the expenses of of an ethnological expedition to Columbia, in the interests of the World's Fair.

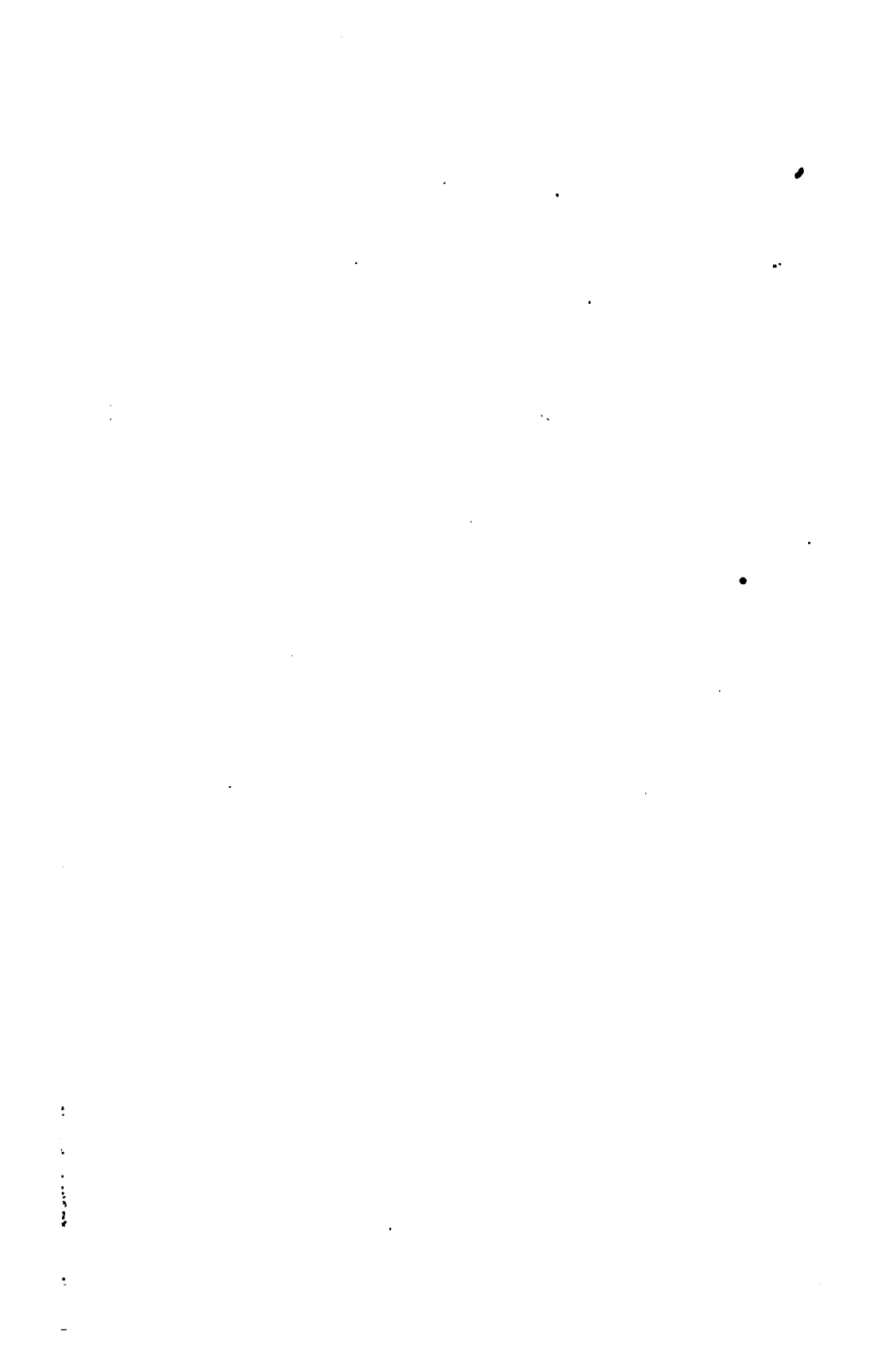
PROFESSOR MOSES, of the State University, made the statement on Charter Day that during the past twelve years a score of men have died in California, whose accumulated fortunes amounted to fully one hundred and fifty millions, but they left not a dollar to education.

THE plucky young school teacher of Trinity Center, Miss Ida Parry, made a trip over Scott Mountain on snowshoes, where the snow is over five feet deep. She came alone, on a route where there are no stations, and where wild animals are known to exist, the distance being thirty miles. By taking this direct road she saved a journey of at least 150 miles.

COL. J. B. ARMSTRONG, of Santa Rosa, has donated 640 acres of redwood timber lands on the Russian river for a State Botanical Garden. The tract is not far from the Bohemian Club's campground, and none of the trees have been despoiled by the woodman's axe. The garden is to be thrown open to summer schools, and as a rendezvous for scientific and literary persons who desire to see something of our primitive redwood forests.

California's Educational Exhibit at Chicago.

F. M. Campbell, Superintendent Monroe and the editor of the JOURNAL were appointed at the last biennial convention of Superintendents as a Committee on World's Fair Exhibit. In January last the State Board of Education appointed State Superintendent Anderson and Professor Childs to act with the gentlemen first named. This joint committee had a hearing before the World's Fair Commissioners, March 22d, and as a result a meeting was appointed for April 12th, and the following gentlemen were named to represent the Universities and private and parochial schools: Acting President Martin Kellogg, State University; President David S. Jordan, Leland Stanford Jr. University; Father Varsie, S. F.; Homer B. Sprague, Peralta Park Seminary. All these gentlemen will meet, and the result of the conference will be made known to the teachers at an early date. California will exhibit.





WM. T. HARRIS,
U. S. Commissioner of Education.

THE PACIFIC EDUCATIONAL JOURNAL.

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CURRENT EDUCATIONAL THOUGHT.

How can careless, untrained, superficial teachers be expected to train American children and youth for the duties and responsibilities of American citizenship? The true teacher must be intent upon improving himself and his pupils physically, mentally, morally. In accomplishing this, he works not for self-glorification, but for the good of his pupils. He will reap material benefits, however, for people sooner or later recognize and reward honest, earnest endeavor. If our profession be not rated higher by a majority of the people we must look to ourselves for the cause.

Let us strive to keep in touch with the world, and not call forth such remarks as "He knows no more of business principles than a teacher," or "He is as impractical as a teacher." Such criticisms coming from an intelligent people should cause us to institute a careful self-examination.—FANNY MCG. MARTIN, Superintendent of Schools, Sonoma County.

To have a school at all there must be pupils; to have a good school requires expenditure of money. As the material resources of an American community are developed we may look for improvement in school equipment and a quickening along educational lines. Nevada county has suffered educationally in the blight that has fallen upon hydraulic mining. With the resumption of this industry will come a fresh, strong impulse to the schools.—W. J. ROGERS, Superintendent of Schools, Nevada County.

REVIEWING the evolutionary process from the beginning, we note there have been but six steps: Compulsory education, compulsory schools, compulsory certificating of teachers, compulsory supervision

compulsory taxation, compulsory attendance; and it seems that Massachusetts took each of these steps in advance of the other States—a little in advance of her sister States in New England, far in advance of all the others.—GEORGE H. MARTIN, agent of the State Board of Education, Mass.

AMERICA is indebted to the Dutch rather than to the English for the essential principles of the great free school system of the country, and in the several most important steps which have marked the establishment and development of that system, New York, and not Massachusetts, has led the way.—ANDREW S. DRAPER, State Superintendent of Public Instruction, New York.

It is by providing generous opportunities for the reading of the best books, and by teaching the children to read them properly that, I believe, the grave problem of moral education in our public schools may be solved. * * * No greater source of good, no more important factor in the whole educational machinery of our school system, outside of the teacher himself, exists than a judiciously-selected and widely-used school library.—GEO. E. HARDY, before New York State Teachers' Association.

THERE is certainly an interest and inquiry exhibited by teachers never witnessed before, and the movement comes none too soon; the demand is for good teachers. This good teacher is one who understands the nature of the child; the term is synonymous with a professional teacher. The effort now must be to make the teacher professional.—BELLE MILLER, Superintendent of Tehama County.

THE State undertakes to provide for the professional preparation of elementary school teachers by founding and conducting teachers' seminaries. These seminaries are to be on a sectarian basis; the teachers employed must be members of the sect to which the seminary belongs.

No person may be appointed teacher of an elementary school who has not passed an examination; in this examination the religious authorities are to participate.

In the organization of elementary schools, sectarian considerations are to be regarded as far as possible. As a rule every child shall be taught by a teacher of his own sect. Except in places where there is already a different school system, new elementary schools shall be organized on a sectarian basis only.—*Extracts from Prussian Elementary Education Bill, withdrawn because of determined opposition.*

GENERAL DEPARTMENT.

A Pedagogical Library.

BY WILL S. MONKOE, SUPERINTENDENT OF SCHOOLS, PASADENA, CAL.

Many teachers and superintendents having done me the honor to request lists of books suitable for a professional library, I have made the following catalogue of my own pedagogical books. The list is not ideal, secured by correspondence or consultation of catalogues, but is a record of the professional books purchased and read by the writer during an experience of more than twelve years as a busy teacher and superintendent of schools. I have given personal testimony of most of the books, by placing one or more stars before the titles, three stars (***) indicating "excellent," two stars (**) "good," and one star (*) fair.

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Goblin Toots—a Fairy Story for School Teachers.

BY C. M. DRAKE.

He was thought to be a very nice little goblin when he was first made. Like all other goblins, he was hatched out of a goblin egg. Of course you know what a goblin egg is. It is the size of a small pumpkin, and has a hard, bony shell, filled with curious white and gray matter, which hatches out a great variety of goblins—some useful, and some otherwise. As is the case with a boy, you cannot tell what kind of a goblin each one is until he is grown up. And it is quite fortunate some of them never get grown up.

This particular goblin we will call Toots, because that is the way many people pronounce his last name. He was born in a very queer country called Yankeedom, and he was sent out in the world to help school teachers.

Of course, he was a very small, shadowy goblin at first, and had he not been cared for very tenderly by a Man(n) he might not have survived in that cold country; but he soon grew larger and became quite a popular goblin. He took root in the soil of Yankeedom, and threw out numerous branches and suckers, which were soon transplanted to other places, until it became quite fashionable to have Toots around.

Toots was a Freethinker at first, but soon became an ardent Method-ist. He was made for a servant of the teachers, and was ordered hither and thither with little ceremony.

When he began to have form and size worthy of notice, of course he must be given a name; and after giving him many pet names, as we do our unnamed babies, the people concluded to call him Inst. I. Tute.

Like many another Tutor, he tooted his own horn vigorously, so Toots is not an inappropriate name.

When the Yankee teachers came to California, they declared Toots must come along as their assistant. So they took some sprouts and suckers, and soon they had not only a State Toots, but two score and ten little County Toots, each in a more or less thriving condition.

How did they multiply so rapidly, do you ask? They were fed on Government Pap, my dears, and then there is our glorious climate, too, that will make anything, almost, grow prodigiously.

Government Pap gave each Toots a big body, the big head, and big guns to fire off big educational booms, which luckily were aimed

so high that they passed clear over the teachers' heads without hurting them much.

The original State Toots did not get this Pap, and he got so sick they had to send him to Southern California, to recover his health and pocket. Now, after spending several years at Los Angeles, San Diego, and Riverside, he has gone towards the north quite a formidable goblin, indeed.

But the fifty little Toots had an easier time. The Government gave them money for their temples, and money to pay for their high priests, and ordered all the teachers to worship the Toots in his county once a year from three to five days at a time. Goblin Toots had a good congregation, for he had a law directing the districts to pay the teachers for coming to his tabernacle. The districts that grumbled at this were assured by the goblin that he did so much good to the teachers that they were fully repaid for the money the districts lost, for Toots had now evolved into the great Adventist, Judge Newlight Toots. It had become dangerous, indeed, for a teacher to refuse to listen to this Tooter of the New Education.

Toots talked learnedly and eloquently of physiological psychology and psychological physiology; he was full of educational Fribbles and lots of Pesties to torment and bewilder the innocent schoolma'ams.

Though his power was great and his fame world-wide, yet Toots was not content. He must have more. So a law was passed to have those who wanted to be school teachers pay tribute first to Toots.

Toots now mixed his Methodism and Adventist doctrine with a little more Agnosticism and a leaning towards Christian Science, and Judge Toots evolved into Governor Phadasy Toots, the great expositor of the Psychophysioanthropomorphological system of education.

This new system was too much even for Toots' big head, and as a result he has now burst into three pieces, which like the glass snake, fly asunder suddenly and afterwards unite again. His pieces are called the High, Grammar and Primary sections, and each piece has its own caste of worshipers, who must bow at no other shrine.

Three times a day, morning noon and night, the teachers are stuffed with Toots' bill of fare, which must be eaten as presented, whether it is liked or not. As to digesting it, that is not a subject to be even thought of, much less mentioned in Toot's hearing.

The following is an average bill of fare, in which no mention is made of unusual dishes cooked to order:

Reed Grammar Soup and Language Stew.
 Oratorical Chowder *a la* Delsarte.
 Spelling Hash, with Diacritical Hairs.
 Stuffed Geography, with Moulding Gravy.
 Arithmetical Grub(e)s, with Salad Dressing.
 Scrambled Scalebugs, *Cooked* with Coopered Spiders.
 Abnormal Music, with Physiological I Scream.
 Swett Theory and Practice Pudding, and Drawin' Sauce.
 Parker House Rolls, with Narcotics and Stimulants *ad lib.*

When the meetings are through is Goblin Toots satisfied until the next year? No, indeed! His little goblins go around in various places holding local toots that languish for want of Pap. He appears in Chautauqua Assemblies and Summer Schools, and floods the country with literature advocating his methods and beliefs. And what will be the end?

By 1900 he will be satisfied with nothing less than the teachers' entire time. Imagine a large Central Telephone building, with wires running to every schoolhouse in the county, and around the room a number of Telephone Transmitters, still termed educators and teachers by custom and professional courtesy. Each Transmitter listens with one ear to the distant uproar of the schoolroom while with the other she takes in the *Toots, toots, TOOTS.*

The Brain and the Hand.

A PLEA FOR THE PUPILS WHO WILL NOT ENTER THE PROFESSIONS.

HERBERT MILLER, PRINCIPAL OF THE GRASS VALLEY HIGH SCHOOL.

What time should be given to the training of the mind, and what should the hand be taught?

The kindergarten employs hand and brain continuously, and in a great variety of ways. It is a well-established institution, thoroughly satisfactory in its results when well taught, but does not as yet form a strong feature of the public school system. It has largely affected, however, the Primary school teaching. In Primary and Grammar schools, however, creative handiwork is chiefly confined to writing and drawing.

The question of increased training for the hand has been discussed for the last two years, and is still in process of settlement. Comparatively little has as yet been done. Undoubtedly much more will be effected in the coming decade. Looking the whole field over, and

considering the drift of public sentiment, it is unquestionable that a much larger amount of time in the future than in the past will be devoted to manual, or—to many a more satisfactory term—to art-industrial training. The reasons are plain.

State Universities are now firmly established in twenty-five States. Buildings and equipment have been costly, and endowments large; in some States a fixed proportion of the annual tax is appropriated to University purposes. Here are educated at the public expense lawyers, physicians, mining and civil engineers, chemists, journalists, teachers, etc. All those educated at State Universities, however, form much less than one per cent. of all educated in public institutions. Other classes of workers, seeing that an additional four years' course has been provided for so small a number, are beginning to demand a special training for their own branches of labor.

RELATIVE PERCENTAGE OF WORKERS.

If we take the number of workers in the United States at 21,000,000, about one-half are engaged in agriculture, one per cent. is University or college bred, the rest are pretty evenly divided between business and the trades.

If the University trains less than one per cent. of the workers for these special employments, why should not the State also specially train the other ninety-nine per cent? The justice of the argument is apparent, and accordingly memorials are being sent to Legislatures, praying for the establishment of Art Industrial schools, and certain cities have already established them. Commercial Day and Night schools have been established in San Francisco, and, as a branch of the High school system in Pittsburg, Detroit, Waltham. This demand will unquestionably increase until the special schools or the particular kind of training required shall be fully provided for the great majority of workers.

The whole movement is in accordance with the following principle: *Each child of the nation shall be trained at the public expense for its particular work in life.*

The broad enunciation of this principle will startle some, and draw loud protests from others. But the nation has already committed itself to it in the establishment of State Universities and Normal schools; indeed it is committed by its assumption of general public education. As society becomes more complex, employments become more specialized, and the power that gives the general can also best

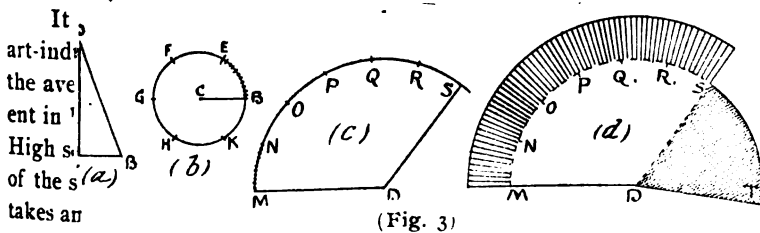
give the special education. The beneficial character of the State institutions already established is generally acknowledged. Only the ignorant and foolish attack them.

To extend the principle would be to improve the skill, capacity, comfort and well-being of the nation. The nation that has the most skilled workmen will, other things being equal, be the wealthiest. France, through her skilled artisans, is able to produce from the raw material a better article and sell it at a higher price than any other nation. As a result the amount of gold and silver possessed by her is larger than that of any other nation, even the United States, which has nearly twice her population. The South Kensington Museum was founded to instruct the workmen of England how to make better art-industrial products. It has proved a good investment, and is worth millions of pounds a year to England. Twelve per cent. of our workers are engaged in art-industrial pursuits. Instruction by the State in the principles and, to some extent in the methods, of these industries would be of inestimable benefit to intending workers, and would vastly enrich the nation.

A certain part of the special instruction given to the art-industrial could also be given with advantage to the agricultural class. The farmer needs a knowledge of the principles of mechanics as well as the artisan. Sixty-two per cent. of the workers would thus be trained directly for these pursuits.

How and when shall this special instruction be given?

WHEN SHOULD SPECIAL TRAINING BEGIN?



Draw the right-angled triangle generating this cone. It is altitude DC, $2\frac{1}{2}$ " long and of radius CB, 1" long. Base of the cone made with radius CB, 1" long. Sector for the lateral surface of the cone. It is drawn with hypotenuse of the right-angled triangle as a radius and with equal in length to that of the circumference of the circle forming the base of the cone.

Can anything be done in the Grammar school, beyond which ninety-four per cent. of our children do not go? Some improvements might unquestionably be made, *e. g.*: Shorten the time given to arithmetic. We give it twice the time given in the German schools. In various cities and States instruction is now given to 200,000 pupils in one or more of the following industrial arts: Carpentry, clay-work, wood-carving, turning, iron-forging, printing, leather-work, serving, cooking. The majority of these pupils are in Grammar schools. This is a good beginning in what is sure to become more general. In France a leading educational principle is skilful and artistic manipulation of raw material. To teach it, out of one hundred and seventy-four elementary schools in Paris, corresponding to our Grammar schools, one hundred have workshops attached to them.

Germany is making strong efforts to raise the average of school attendance to sixteen years. The result will be increased intelligence and power to the nation. America, with its greater wealth, should unquestionably do the same. The inducement to parents will be the consciousness that their children will be trained to an elementary knowledge of trades, business, agriculture, and can immediately thereafter enter with advantage and success upon their life pursuits.

Much time is now lost by the child's leaving school at fourteen, before it finds out its definite work for life. Time thus lost or misdirected is lost to the nation. The vast majority of children then put to work are narrowed and cramped for life. Two or three years additional training for brain and hand would broaden their nature two-fold and react upon the nation equally. Schools have been established in San Francisco, and, as a branch, the High school system in Pittsburg, Detroit, Waltham. This development will unquestionably increase until the special schools or the particular kind of training required shall be fully provided for the great majority of workers.

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METHODS AND AIDS.

Drawing Excerpts.

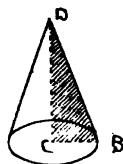
(Copyrighted 1892, by Paul A. Garin.)

NUMBER I—Continued.

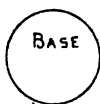
FROM THE DRAWING COURSE FOLLOWED IN THE PUBLIC SCHOOLS OF OAKLAND, CAL.

THE CONE.

The cone is a pyramid with an infinite number of triangular sides. It is generated by the revolution of a right-angled triangle (DCB) about the side (DC) Fig 1. The point D is the vertex, and the line DC the axis and altitude.



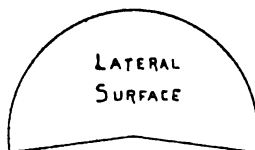
(Fig. 1.)



(a)



(b)



(c)

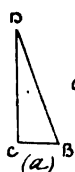
(Fig. 2.)

The covering of the cone consists of two pieces cut separately:

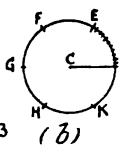
(a). A circle for its base, Fig. 2.

(b) or (c). A sector for its lateral surface.

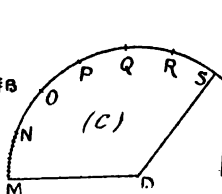
To make the paper model of a cone, its base and its altitude being given. Let the base be 1 inch and the altitude $2\frac{1}{2}$ inches.



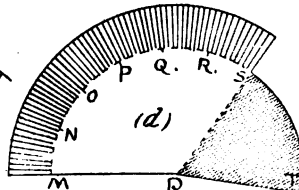
(a)



(b)



(c)



(d)

(Fig. 3)

(a). Draw the right-angled triangle generating this cone. It is made of altitude DC, $2\frac{1}{2}$ " long and of radius CB, 1" long.

(b). Base of the cone made with radius CB, 1" long.

(c). Sector for the lateral surface of the cone. It is drawn with DB, the hypotenuse of the right-angled triangle as a radius and with an arc equal in length to that of the circumference of the circle forming the base of the cone.

To obtain this approximately:

1. Divide the base (*b*) into equal parts, six for instance, BE, EF, etc.
2. With dividers, set off any number of *very small* divisions, from B to E, (*b*).
3. Set off the same divisions from M to N, (*c*). Should there be a fraction of a division, it should be added.
4. Set off MN five times, NO, OP, PQ, QR, RS. Draw line DS.

Another method:

1. Find the length of the hypotenuse of the right-angled triangle (by square root.)
2. Find the number of degrees of the sector, thus: Multiply 360° by the length of the base, and divide by the length of the radius of the sector.
3. With protractor, construct the required arc.

Ex. Should the radius of the base be 3", the altitude 4", the hypotenuse of a right-angled triangle made with 3" and 4" would be 5". Then $\frac{360 \times 3}{5}$ (Answer) 216° for the angle of the sector.

(*d*). Mounting. Add sector DST, any size. Add also extra surface around M. S. The radius of his concentric arc may be one inch longer than the radius, D M. Cut that space into *very small* strips. To have a sharp edge, cut slightly the surface of the paper on arc MS with the dividers.

Fold and paste in succession:

1. DST, bringing DM exactly over DS.
2. The small strips together.
3. Then, the circle forming the base.

Socrates as a Teacher.

[The value of wise questioning is set forth in the following taken from Shoup's *History and Science of Education*.—ED.]

About the middle of the fifth century before Christ a most unprepossessing figure might have been seen sitting in the public places or walking about the streets of Athens, questioning all who would listen to him. He kept no school himself, but few men's teachings have exerted so wide an influence.

He has left us no writings, but his philosophy and his methods of teaching have been faithfully transmitted by some of his renowned disciples. The Socratic method of teaching may be illustrated by the following example:

Meno.—Socrates, we come to you feeling strong and wise; we leave you feeling helpless and ignorant. Why is this?

Socrates.—I will show you (calling up a young Greek and making a line in the sand). Boy, how long is this line?—

Boy.—It is a foot long, sir.

Soc.—How long is this line?—

Boy.—It is two feet long, sir.

Soc.—How much larger would be the square constructed on the second line than on the first line?

Boy.—It would be twice as large, sir.

Under the direction of the boy, Socrates constructs two squares in the sand, thus:



Soc.—How much larger than the first did you say the second square would be?

Boy.—I said it would be twice as large.

Soc.—But how much larger is it?

Boy.—It is four times as large.

Soc.—Thank you, my boy, you may go. Meno, that boy came to me full of confidence, thinking himself wise. I told him nothing. By a few simple questions I led him to see his errors and discover the truth. Though really wiser, he goes away feeling humbled.

A Sentence for High School Pupils.

Miss Kate Sanborn, author, has been spending the winter in Pasadena. How the climate has affected her, the following from her pen will give an idea:

"I am fascinated and enthralled by your sun-kissed, rose-embowered, semi-tropical, summer-land of Hellenic sky and hills of Hymettus, with its paradoxical antitheses of flowers and flannels, strawberries and sealskin sacks, open fires with open windows, snow-capped mountains and orange blossoms, winter looking down upon summer; a topsyturvy land, where you dig for your wood and climb for your coal; where water pipes are laid above ground with no fear of Jack Frost, and your principal rivers flow bottom side up and invisible most of the time; where the boys climb up hill on burros and slide down hills on wheels; where the trees are green all the year, and you go out doors in December to get warm; where anything unpleasant from a seismic disturbance to mosquitoes in March is 'exceptional' and surprising."

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

From Old Sonoma.

[We give below the address delivered by Superintendent Martin to her teachers at the opening of the Sonoma County Institute, April 11th. It is racy, full of an indomitable purpose, yet thoroughly good-natured withal, and to a degree discloses the secret of her success with her teachers, and her general popularity.—ED.]

FELLOW TEACHERS AND FRIENDS: I sincerely hope, nay I confidently trust that the Twenty-Ninth Annual Session of our County Institute may show grander results than have been achieved by any former meeting. A glance at our list of instructors will show good, solid grounds for the trust which I have expressed; but remember, my friends, that after all the success, the lifting power of this Institute rests with you. Enter heart and soul into the work; do not accept without question everything which you hear, but join actively in the discussion of each subject.

Do not be frightened by the frequent recurrence of the word "psychology" upon the program. Mr. Monroe wrote concerning it: "Don't be afraid of Dr. Winship's psychology; it is common sense applied to teaching the common school subjects. The name is high-sounding, but the work is eminently practical."

The school law does not say: "Every teacher must attend the Institute and keep her mouth persistently closed;" but "Every teacher must attend the Institute and participate in its proceedings;" so as our salaries continue during the week, we owe our employers and schools the very best, most intelligent service which we can render.

We hope to see you enjoy yourselves throughout the entire week—during the day by doing honest, earnest work, which will make you better men and women, consequently better teachers; during the evening by entering with zest into the social reunions which have been planned for you.

This evening the Santa Rosa teachers will entertain you and your friends; on Thursday evening our soldier boys will be your hosts, and since "None but the brave deserve the fair," Company E will deserve and receive the smiles and thanks of the one hundred and sixty-five

"fair" who compose eleven-thirteenths of this Institute. We have faith in our soldiers, and we know that in every engagement into which they may enter they will prove themselves to be the personification of honor and valor. May the frosts of the Chile affair, in which they were so nearly participants, be wholly dispelled by the sunny smiles of their fair guests.

Constitutional croakers to the contrary notwithstanding, the educational outlook for the present year is brighter, more encouraging than ever before. The grand possibilities of the movement popularly known as "University Extension" cannot be overestimated. While it is not claimed that this system can give the training of the university proper, it does afford to busy, working people an opportunity to devote a portion of their leisure time to higher, more intellectual pursuits, thus supplementing defects in their previous education, for which they may have been in no wise to blame, but on account of which they are placed at a disadvantage every day. Although the training given by this system cannot compare with that given by a regular university course, it is doing a great work among those whose circumstances will not permit them to enter a university. Busy men and women, with families to support, may taste by this means of the joys of higher educational research, while many young people, through the influence of this course upon their communities or immediate families, will be drawn into the university proper; so, as has been said, "The university will go to the people, in order that the people may go to the university."

It is gratifying to note that even on our far western shores educational workers and reformers are appreciated, and their memory revered. Last month the three hundredth anniversary of the birth of John Amos Comenius, the poor Moravian bishop, the mighty educational reformer, was observed in Pasadena, the most charming spot in "Our Italy," and also in our busy, rushing City of the Bay. Verily, the educational as well as the material world moves.

The present educational outlook is most encouraging to women. Beginning with the next academical year, the post-graduate courses of Yale University, with the degree of Doctor of Philosophy, will be open without distinction as to sex. From abroad we hear that the Senate of the University of St. Andrew, the oldest in Scotland, has decided to open to women the university departments of theology, arts and sciences. In a few years we know people will smile when looking over the old records; to read that the faculty of this college or that

"has decided to admit women;" the dark ages of womanhood are only just being illuminated by the rays of reason and common sense.

I hear many complaints concerning the preponderance of women over men teachers in our public schools, so it was really refreshing to read the following, written by a man, which appeared a short time since in one of our papers:

"Fifty years ago such a thing as a woman's teaching in the public schools was not heard of; and what was the condition of the public schools at the beginning of the present century as compared with our public schools of to-day? They bear about the same relation as a house of correction and a Sunday School gathering in a church."

With additional privileges, women must now bear added responsibilities, "For unto whomsoever much is given, of him shall be much required."

Of our teachers, both man and women, a great deal is required by some of their patrons. The teacher is expected to make model young people, both in point of scholarship and behavior, of "Young Americans," who have never been taught the first lessons of obedience and politeness at home, and who are encouraged in many cases to disobey the teacher at all times and seasons. After all, though, such cases are the very ones which require the watchful care of the true teacher, the teacher who has the well-being of the refractory boy or girl much more at heart than his or her own imaginary dignity.

The real responsibility of a teacher in the public schools is almost appalling by reason of its vastness. When we reflect that the large majority of our young people never receive any higher course of instruction than that which they receive in the Grammar school, we begin to realize the power for good or for evil which is vested in the teacher. We have five excellent High schools in this county, three of which have been established for years, and each one of which is of incalculable benefit to the town in which it is situated; but a very small percentage of the pupils of the county at large is able to complete the High School course, and a much smaller percentage ever complete the university course. Now, since so many of our young people go out into the world directly from our hands, should we not strive to give them the very best training possible? And how can careless, untrained, superficial teachers be expected to train American children and youth for the duties and responsibilities of American citizenship? The true teacher must be intent upon improving himself and his pupils, physically, mentally, morally. In accomplishing this,

he works not for self-glorification, but for the good of his pupils. He will reap material benefits, however, for people, sooner or later, recognize and reward honest, earnest endeavor. If our profession be not rated high by a majority of the people, we must look to ourselves for the cause. Let us strive to keep in touch with the world, and not call forth such remarks as: "He knows no more of business principles than a teacher," or "He is as unpractical as a teacher." Such criticisms coming from intelligent people should cause us to institute a careful self-examination.

Some teacher may say: "Oh, I'm tired of being urged to study to improve myself, and all that; I work my six hours a day, and that's all that should be expected for my salary." My dear friend, do leave the teachers' ranks as soon as possible; enter upon some calling in which your working materials will not be human souls. Life is worth living, and it is your highest duty to make the best possible use of your talents and opportunities.

Who sings that life is only pain and dying,
And all the grace and flower of it fade,
Sings not—'tis but a false and feeble sighing,
The night wind moaning through the cypress shade.
Truth, love and faith die not, nor brave endeavor:
No simple self-effacing constancy
But links with deathless deeds that shine forever,
The widow's mite lives with Thermopylæ.

Our Chosen Profession.

EXTRACT FROM AN ADDRESS BY SUPT. BELLE MILLER, TEHAMA CO.

[The following is apropos to this library number.—ED.]

Can you imagine a lawyer who never heard of Blackstone? Or of a minister who never heard of St. Paul or Wesley? Or of a doctor who never heard of Pasteur? Again, can you imagine a teacher who never heard of Pestalozzi or Fröbel? And in answer we hear a derisive peal of laughter, which is deservedly given.

If our profession has a history, who should know it if not the teacher? If there have been theories advanced, tried and found wanting, who should know it if not the teacher? Thus enabling him to avoid that which has been proven faulty.

The teacher ought to have a thorough knowledge of educational methods, history, principles and systems. This can only be learned by

much study. He must make a study of these things if he intends to be a professional teacher.

From those teachers who are only trying to earn a little money in the easiest way, who think of themselves first and of the children last, who expect to leave as soon as they find a business that has more money in it, from these we expect no advancement. But there is a class "coming to the front" who see that there is a philosophy in teaching, that there is a science in education. Such men and women, busy with their own improvement, will be marked teachers in any school.

"A living spring is always sought for in preference to a stagnant pool." By this is meant that children would rather learn from a teacher who himself was learning and advancing.

The Normal schools have sent out men and women who have studied the art and science of education; the large number who are not graduates come into competition with these graduates. They must do something, and that something is to advance in their profession. As the day has passed when other than professionally-trained lawyers can practice in the courts, so the day is fast approaching when none but professionally-trained teachers can enter the schoolroom to assume the responsibility of directing the development of the mental powers.

There are now at work in this field a vast army of teachers who recognize their need of a training that they have had no opportunity of securing.

The question then arises: "How may I become a professional teacher?" A concise but complete answer to this question is: "Study." Bacon has said: "Reading maketh a full man; conference a ready man; writing an exact man."

Teachers should read professional books, and read them definitely and systematically. They should read to know the principles that underlie the methods which are in use in the best schools of to-day, and to this reading they should add discussion whenever two or more of them are so situated that they can meet to confer upon history and principles discovered in their reading. When a few can be found who will meet weekly or monthly, a great deal may be accomplished in a year; and I would urge that our teachers organize a sort of a local institute and an interchange of ideas and conversations on the subjects studied will bring forth good results. Again local institutes would bring teachers together, that they might get better acquainted with each other, and thus remove all petty jealousies that arise without any foundation.

County Institutes.

LAKE.—April 5-8 inclusive, Professor Childs present Tuesday and Wednesday; State Superintendent Anderson and the editor of the JOURNAL, Thursday and Friday. Sessions held in the Court House, attended largely by the general public, whose hospitable treatment of the Instructors and teachers will long serve to keep the memory of this Institute green. Teachers did a full share of the work. Mrs. E. K. Harrington, Superintendent, presided with graceful dignity. See further notice in the Official Department.

NEVADA.—April 12-14, in the Nevada City High School Building. Lecturers and Instructors, Professors Bacon and Edwards of the State University, Professor Howard of Stanford, Dr. Mary Allen and the editor of the JOURNAL. Among the teachers L. D. Syle, H. C. Miller, Guy H. Stokes, J. M. Hussey, A. C. Miller and Misses Emma Hefty, Cora Williams and Bell Milhone took part. The program was not crowded, affording ample room for general discussion.

The subjects treated were: History, English, School Government, Literature, Mensuration, Primary Geography, Lyric Poetry, The School Room, etc. Dr. Allen spoke on "Bequests We Make Our Children;" Professor Bacon on "Columbus." At the opening of the session Superintendent Rogers delivered a brief, pointed address upon the condition of the schools.

SONOMA.—April 11-15, an entire week, in the beautiful Presbyterian Church, Santa Rosa. The following full corps of Instructors will give some idea of the ground covered: Chas. Mills Gayley, Edward Howard Griggs, Anna E. Dixon, Will S. Monroe, Albert E. Winship, Mary Sheldon Barnes, Philip M. Fisher, C. F. Nesse, Earl Barnes, Edwin A. Cox, Mary W. Edwards. Vice-Presidents, C. C. Swafford, A. C. Abshire; Secretary, Minnie Coulter; Chairman of Grammar Section, F. A. Cromwell; of Primary Section, E. Louise Smythe. General discussions were opened by I. S. Crawford, F. A. Cromwell and H. R. Bull. Strong committees were appointed and everything moved with a strong, full tide. Section work in the forenoon, general session in the afternoon.

The Use of Pictures in History, How to Teach a Story, How to Study Children, Elementary Science, Children's Emotions, The Boy in School, Psychological Peculiarities of Poor Spellers, School Ethics, The Beginning of Literature in Grammar Grades, show the practical

character of the work presented. There was but one evening session, the other evenings, including the reception of Monday evening by the Santa Rosa teachers, being devoted to social enjoyment. Taking it all in all it was a strong institute.

MARIN.—April 18-20. Dr. Winship in charge, assisted by Paul A. Garin, of Oakland, who presented Drawing. Marin is but a small county with a little corps of teachers having a big reputation for enthusiasm and excellent work. Superintendent Furlong managed the machinery so that there was neither friction nor jar. Dr. Winship captured the teachers completely. The three days were full of stimulus and inspiration, the Dr. giving the teachers practical psychology without calling hard names. On the last afternoon Dr. Jordan gave his admirable lecture on Alpine adventure, to a well-filled church. A marked feature of the sessions was the absence of the written essay.

ORANGE.—March 28 to noon of April 1. Section work in the school house, forenoons. General session in a down-town hall, afternoons. Conductor, P. M. Fisher; Instructors, State Superintendent Anderson, Dr. Winship, C. H. Keyes, W. S. Monroe, Melville Dozier, Sarah Monks, Hattie Ludington; Dr. Plummer and F. E. Little presided over the sections. Some superior papers were read by the teachers. The interest grew daily, the last two sessions being the best. Evening addresses were given by Superintendent Anderson, Dr. Winship and P. M. Fisher.

The State Superintendent gave the teachers excellent advice during the day sessions, and reached the general public in the evening. Dr. Winship stirred the teachers as they had rarely been touched before. Among the resolutions adopted were two that were noteworthy. One criticised the State text-books; the other, after paying a tribute to the State for its generous treatment of the schools, pronounced in unmistakable language against pensions to teachers.

Superintendent Greeley was justly complimented in a strong resolution for his wise arrangement of program and his skilful management of the Institute.

Fee for Certificates upon Diplomas.

Will you kindly tell me, through the JOURNAL, in which counties in California it is customary to charge a fee of two dollars, for issuing

a county certificate on a life diploma? Is the fee regulated by the State law, or by the county board? TEACHER.

Ans. I believe the practice is general throughout the State. Section 1565 of the School Law says:

Every applicant for a teacher's certificate, except temporary, upon presenting his application shall pay to the County Superintendent a fee of two dollars, to be by him immediately deposited with the County Treasurer, to the credit of a fund to be known as the Teachers' Institute and Library Fund, etc.

Santa Barbara Celebration.

Geo. E. Knepper, Supt. of the Santa Barbara City Schools, instituted an educational revival in that beautiful seaside city on the occasion of the Comenius Anniversary, extending the same for four days, March 25 to 28. Prof. John Dickinson delivered several addresses. Interesting exercises were held on the evening of the 25th, all day on the 26th, Educational sermons in all the churches on Sunday the 27th, and exercises appropriate to the occasion in all the schools on Monday the 28th. This general participation gave a quickening impulse to matters educational that will be felt for many days.

A Simple Barker's Mill.

A device of this kind may be made for a cent or two in the following way. Take a clay pipe and bevel off the end of the stem with a penknife. Close the aperture with sealing wax and drill a small lateral hole in the stem. This done, suspend the pipe by means of a thread attached to the bowl with sealing wax. Leave it to itself, in order that the thread may untwist, and that the whole may become immovable. When the pipe is at rest, pour water into the bowl. The liquid will flow out through the lateral aperture, and the apparatus will revolve in a direction opposite that of the flow.

It is necessary to take care to pour the water into the bowl neatly.

A DEFINITION.—Teacher—What is a synonym? Bright boy—. It's a word you can use in place of another when you don't know how to spell the other one. *Ex.*

Supt. Fanny McG. Martin.

Born at Gettysburg, Pa. Parents, Hugh and Jane Walker McGaughey.

Her father was a railroad contractor who moved to Illinois when the subject of this sketch was an infant. Both parents died there. Fanny attended the State Normal School at St. Cloud, Minnesota, Ira More, now of Los Angeles, Principal. Graduated in 1871; taught in St. Cloud and Minneapolis; came to California in May, '74. Elected to a position in Alameda the following day, after having accepted a place in the Healdsburg schools. Began at Healdsburg as first assistant; the following year became principal and held that position until her marriage in 1876. The death of her husband in 1882 left her with two children. Her little girl died when six years old. Began teaching again at Skaggs' Springs, was in succession principal at Sebastopol and in Sonoma city, which latter position she held until her election to the County Superintendency on the Republican ticket in 1886. Re-elected in 1890 by from three to four hundred majority, although at each election the county gave the Democratic candidate for Governor a majority. Sonoma has 133 districts, and to quote the Supt., "a splendid corps of 195 teachers." Mrs. Martin belongs to a line full of mental and physical vigor. She is related to the Griers, a family of distinction in Pennsylvania history. Two brothers and a sister are practicing physicians, another sister is a druggist. Mrs. Martin brought to the Superintendency a strong physique, singleness of purpose and a determined will, blended with such a full share of practical sense that her administration has been a success from the beginning. She has placed Sonoma in touch with the best educational talent in the State. By inspiring the teachers she has quickened the schools. She conducts her institutes with consummate skill. Friends of education admire her executive force; her teachers appreciate her kindly consideration and watchful care over their interests.

During the last campaign a teacher of Sonoma County contributed a letter to the press from which we make an extract: "I have conversed with scores of teachers, and have yet the first one to meet who is not loud in his praise of the faithful and efficient work done by our present superintendent. I have been a teacher in this county over ten years and have received visits from the superintendents during this time. All have been able and worthy, but none ever brought such a ray of sunshine into any school-room as Mrs. Martin. She can adapt herself to any grade, from the lowest to the highest, and make any subject interesting and instructive. If a pupil was so unfortunate as to be absent the day of her visit, he felt that he had missed a rare treat."

Little Ollie heard her sister Lulu speaking of a diary, and having had it explained to her that a personal diary was a brief record of one's life she exclaimed: "Well, then, I don't see what they want to call it a diary for; seems to me they oughter call it a livery."

—*Boston Courier.*

Father (to daughter who has finished her education): Show me your diploma. Daughter: I'm afraid, father, I've lost it. Father: You wretched child! To think that I've spent all that money on you for nothing.



FANNY MCG. MARTIN,
Superintendent of Schools, Sonoma County.

NORMAL SCHOOLS.

Notes from Regular Correspondents.

SAN JOSE.

Since the reading of the Bible was dispensed with in the Normal schools different arrangements have been made in regard to the morning exercises. Notices formerly read from the platform are now placed on a bulletin board, and the time occupied in their reading is spent, on Tuesdays and Thursdays, in general singing, and on other days in the reading of some choice selection from prose or poetry by members of the Faculty or the Senior classes. A short time ago fitting exercises were given on three days of the week to celebrate the anniversary of the birth of Comenius, sketches of his life and works were read, and many apt quotations were recited. The hall and platform were prettily decorated with flowers in honor of the occasion.

A comparatively new feature of the school work is the drilling of military companies formed of the various classes. Supplementary to this, calisthenic exercises are taught by pupils who have finished the course in Physical Culture. All of this training is carried on in the grounds at recess, and it is quite a pretty sight to see the many divisions marching and exercising on the parade grounds, or under the shade of the trees. About a month ago a competitive drill took place between Company A, comprised of young ladies from the Senior Class, and Company B, the young men of the school. Captain Hagan, of the National Guards, and Lieutenant Winston, of the U. S. Militia, who acted as judges, awarded the highest honors to Company A. The companies take a greater interest in their drill as a result of this friendly rivalry.

Since the establishment of a University Extension Club in San Jose, great interest has been manifested in the weekly meetings in Normal Hall. The first subject taken up was "Evolution," under the able instruction of Professor Jordan, of Stanford University. At the conclusion of that course Professor Barnard, of the Lick Observatory, commenced a series of lectures on Astronomy, illustrating them by excellent stereopticon views. Many pupils besides the members of the Astronomical Society are attending regularly. The lectures already given have been on Comets, Meteors, and The Sun and Moon.

Before the mid-term vacation ten more names were added to the long list of San Jose Normal graduates. As their school work had been completed, diplomas were granted to Misses Ethel Armstrong, Eva Carnes, Eliza Cross, Jessie Greenlaw, Kate Lessard, Kate Linehan, Louisa Pierce, Anna Ruckledge, Bertha Smith and Florence Wilson. Although regular graduating exercises could not be held, the hall and the desks of those leaving school were beautifully decorated with flowers. A selection from Canon Farrar was read by the President of the class, followed by a favorite quotation from each of the graduates. The short program was concluded by a few kind words of advice and farewell, in behalf of the Faculty, by Professor Kleeberger.

Of the class of January, '92, Miss Blanche Schick is teaching in Alameda county, T. F. Hays in Shasta, William W. Pettit in Santa Clara, Miss Bertha Wiltz in Santa Barbara, and Everett Holland in Sierra.

Miss Daisy Fleming, a San Jose Normal graduate, has taken charge of the Someo school, San Luis Obispo County.

Mrs. N. I. De La Rosa is teaching in San Luis Obispo County.

CHICO.

The mid-term vacation brought a welcome rest to most of the teachers and pupils. Two of the former, Misses Rice and Rogers improved their leisure time by taking a stroll down the coast, visiting San Francisco, Mt. Hamilton, and other points of interest during their wanderings.

The open meeting of the literary societies was a success. Many of the citizens of the town manifested their interest by their presence. The work in this line shows an improvement, gratifying alike to students and to faculty.

The annual meeting of the Board of Education was held in the Normal building, April 12th. Normal students and graduates will rejoice to note that during the session a motion was made and passed to the effect that a committee be appointed to ask the Legislature to pass a law making diplomas of Normal Schools legal certificates qualifying holders to teach in any Primary or Grammar school in the State without further examination.

Another improvement suggested was that a sum be appropriated to equip Chico and San Jose Normal grounds with gymnasium and grounds for physical training.

Many of the trees along the front of the school grounds are being cut down, and are to be replaced by choicer varieties. The grounds

proper have lately been surveyed for the purpose of putting in hydrants. This presages further improvements, for when this work is finished any part of the grounds may be irrigated.

At the beginning of the term last September the Training Department opened with a good attendance, which has increased during the term. This indicates that the people of Chico appreciate the presence of the school in their midst. The training pupils meet in the pleasant front rooms fitted up for that purpose last summer.

Both departments are well-equipped in the line of school furniture, and each has a well-chosen and growing library. In the Grammar Department an able teacher, Miss Fuller, now assists Miss Parmeter.

Joint Meeting of the Three Boards of Normal School Trustees.

The annual meeting of the Boards of Trustees of the State Normal Schools was held April 12th. There were present: Governor Markham, Superintendent Anderson, Principal Childs, Ralph Lowe, Philo Hersey, J. S. Montgomery, C. H. Phillips and Judge Rhodes of San Jose; Principal Moore, Stephen M. White, O. A. Davidson, A. B. Pomeroy, John Mansfield, of Los Angeles; Principal E. T. Pierce, John Bidwell, F. C. Lusk, A. H. Crew, of Chico.

Principal Childs made a report on the new diploma now being prepared for Normal Schools. Superintendent Anderson indorsed the recommendation of Principal Pierce that action be taken to ask the Legislature to pass a law making diplomas of Normal Schools legal certificates to teach any primary and grammar schools of the State without further examination.

A motion was passed to this effect, and a committee consisting of Rhodes, White and Lusk appointed to assist the State Superintendent and take such action as deemed necessary.

Professor Childs suggested that hereafter diplomas issued to pupils from the Normal be signed by the Governor, Superintendent of Public Instruction, Principal of the school issuing the diploma and the President of the local Board of Trustees and not by the entire Faculty. A motion passed embodying the above.

Superintendent Childs also moved that graduates of High Schools be admitted to the Senior Class of the Normal School. Discussed favorably, and action left to the respective Faculties.

Superintendent Anderson reported that all schools in the State were in the best working condition and doing good. He reported the

Los Angeles school must have more room, as the present room is wholly inadequate.

A resolution was passed that it was the sense of the joint Boards that the Legislature be asked to appropriate \$75,000 for the construction and equipment of an additional building at Los Angeles.

The joint Boards were instructed to memorialize the Legislature to appropriate a sufficient sum to equip the Chico and San Jose Normal Schools with gymnasiums and grounds for physical training.

It was moved and passed that the Legislature be memorialized to appropriate a sufficient sum for heating and ventilating the San Jose Normal.

It was decided by the Boards that to enter the Normal without examination, graduates from ninth grade schools must have a recommendation bearing the signature of City Superintendent of Schools.

A motion passed that the State Superintendent be elected Secretary of the joint Boards until further ordered with a salary of \$20 for each meeting.

Trustee Lusk handsomely entertained the members at his home.

The Boards adjourned to meet the second Tuesday in April, 1893, in the Normal School at San Jose.

EDITORIAL.

SCHOOL officers and teachers should read the official decisions in this number carefully.

SINGLE copies of the May JOURNAL may be had by those who desire to have the Library list for reference by sending address and enclosing 15 cents in stamps to P. O. Box 2509, San Francisco.

ADVERTISING PATRONS:—Readers of the JOURNAL should not fail to examine our advertising pages where they will find a large number of important announcements by reliable parties.

SCHOOL ELECTIONS AND THE NEW ELECTION LAW.—Election of School Trustees may be held under the old law this year. Friends of the Union District High School should see to it that the Trustees elected in such districts are favorable to the proper maintenance of the school.

CHAS. M. DRAKE is an old-time and always-welcome contributor to the JOURNAL. His ingenuous and somewhat satirical article

in this number on "Goblin Toots" is entertaining reading. He pokes sly fun at an institution not invulnerable, but whose meetings he is sure to attend when held in his neighborhood, and whose influence in stimulating effort and keeping alive the professional spirit he would be among the first to proclaim and defend.

SEVEN hundred school children, followed to the grave the remains of W. A. Houghton, who for twenty years or more taught writing in the Stockton schools. Each child, in accordance with the request of "Uncle Billy," as he was familiarly called, dropped a steel pen into the grave.

HON. WM. T. HARRIS whose portrait appears as frontispiece to this number of the JOURNAL may fairly be said to stand to the front of practical educational affairs in the United States. His selection as the head of the Bureau of Education is an example of the right man in the right place. Of New England birth and education, he had his experience and won his fame in the Mississippi valley as teacher, principal, and for fifteen years Superintendent of the St. Louis schools. Writer, editor, lecturer and practical school man, this country presents him to the world as at once a product, exponent and, in no small degree creator, of what may be called the American Educational System.

Summer Schools.

Read the Summer school advertisements. The work at these schools will not be onerous and while attendance will be profitable to any teacher, they are especially intended to benefit those earnest, striving, ambitious teachers who have not had the advantage of professional training. The attendance at each ought to be large. No teacher ever regrets having attended such a school.

Funds.

The official opinion that the State money to be appropriated in August next, may be used to pay teachers for work done before June 30, '92 is good news to many impoverished districts.

If this fund is apportioned by the State Superintendent on the census of '91, County Superintendents will apportion their share on average daily attendance after \$400 and \$500 have been set aside as per section 1858 of the School Law. Superintendent Anderson estimates that the amount will be at least \$2½ per census child.

Our Library Number.

THE ten pages devoted in this number of the JOURNAL to a Professional Library, will be a boon to many Superintendents and teachers. It was no light task for Superintendent Monroe to prepare this list. It represents years of reading in professional literature and then a critical review and careful balancing of what had been read. He may err in judgment in giving the comparative value of some of the books starred. But no one who knows him will question the fearless honesty of his estimates. Now let teachers examine the list and let a beginning be made for a personal library. Though a teacher own but half a dozen master books and read those to a purpose, making their contents of the very warp and woof of his intellectual being, he can be a weakling no longer.

Teachers' Libraries in the Office of the County Superintendent.

If to John Swett is due the provision for school libraries throughout the State, the profession owes a meed of praise to J. P. Brierly, Superintendent of Schools of Santa Clara County when John Swett was State Superintendent, and in the Legislature of '89, member from Los Angeles county. "Dad" Brierly, as he was familiarly called by his fellow legislators, inserted the amendments to Section 1565 of the Political Code, whereby the fee for a certificate was raised from one dollar to two dollars, and it was provided that one-half the amount should be expended for a Teachers' Library. An amendment in '90 places the County Superintendent in charge.

Many Superintendents have taken hold actively of this matter, and very fair libraries are found in their offices. There is no reason why each county may not have a good library free to the teachers. We commend to all the list prepared by Superintendent Monroe.

The School Exhibit at Chicago.

A preliminary meeting of the Committees was held at the Palace Hotel on the evening of April 9. There were present: Messrs. Kellogg, Barnes, Monroe and Fisher, the last named being elected Chairman. It was decided first, to adhere as closely as possible to the plan for which an award had been made to Mr. Warren Cheney; second, to

have a typical, representative, not a *mass* exhibit of school work; third, this exhibit to be taken from three or four schools in each county selected by the local school authority or by teachers in Institute assembled; fourth, among the matter to be exhibited are to be the pictures of school buildings, neatly framed by counties, a statistical chart showing character of industries of county, amount raised for school purposes, etc., etc., and a relief map of the county showing products.

The committee will shortly meet again giving details in the June and July JOURNALS so that at the opening of the Fall Term teachers may know just what will be required. Meanwhile the committee invite correspondence.

The School Libraries of the State.

Credit is due to Hon. John Swett, City Superintendent of San Francisco, for the generous provision of a Library Fund for the public schools of the State. In his biennial report as State Superintendent in 1865 he used this pointed and vigorous language:

The need of school libraries is evident. All teachers admit it. Every State report since the second one of Mr. Marvin has recommended them. Yet nobody has done anything. Every attempt in the Legislature has been a failure. We are now entering upon a new era in our public school system—that of free schools. The time for *acting* has arrived, that of *talking* ought to end.

Then follow the outlines of a plan, with a concise and unanswerable argument for the same. This plan was in the main acted upon favorably by the Legislature of 1866, which body provided that ten per cent. of the State School money as apportioned by the County Superintendents, not to exceed \$50 a district, should constitute a fund to be expended only for books and apparatus. The year following, 1867, the State Superintendent's report shows 1389 teachers employed; valuation of libraries, \$21,366; of apparatus, \$217.18.

From this beginning has come the proud exhibit that follows, an inspection of which by counties will reveal some interesting facts. The library valuation of half a million dollars represents probably one-half the total sum expended in this direction during the last twenty-five years, nearly as much more having gone for apparatus.

In cities \$50 is allowed for each 1,000 census children. No little criticism has been evoked in the past because this fund is not kept separate in cities and expended plainly as the law intends.

COUNTIES.	No. of School Distrs.	No. of Teach- ers.	No. of Vols. in School Libraries.	Valuation of Libraries.	Value of Apparatus.
Alameda.....	54	365	26,248	\$19,266	\$14,478
Alpine.....	4	4	199	298	218
Amador.....	42	61	4,454	6,529	6,047
Butte.....	73	100	12,912	18,630	8,230
Calaveras.....	49	57	7,825	8,175	3,070
Colusa.....	40	52	8,017	8,689	2,211
Contra Costa.....	51	70	14,476	13,170	5,185
Del Norte.....	9	13	1,299	1,687	706
El Dorado.....	57	63	8,586	8,705	5,005
Fresno.....	117	174	*6,916	21,792	11,879
Glenn.....	37	42	4,384	5,167	1,472
Humboldt.....	35	126	17,865	15,405	4,796
Inyo.....	11	14	1,734	2,580	740
Kern.....	49	56	5,484	5,680	2,710
Lake.....	44	52	7,193	9,595	3,683
Lassen.....	33	35	2,421	3,894	1,499
Los Angeles.....	108	410	27,105	26,928	19,160
Marin.....	35	48	12,230	9,465	3,030
Mariposa.....	34	34	3,426	4,550	2,635
Mendocino.....	95	109	15,473	15,615	6,135
Merced.....	46	48	5,916	4,255	1,865
Modoc.....	35	38	3,709	4,758	2,287
Mono.....	9	10	1,837	2,705	945
Monterey.....	93	118	16,815	17,110	5,340
Napa.....	53	77	10,719	7,010	3,340
Nevada.....	48	82	11,147	12,258	5,610
Orange.....	33	70	9,521	11,540	3,350
Placer.....	52	71	10,967	13,172	6,037
Plumas.....	26	30	3,615	4,270	2,185
Sacramento.....	70	102	16,291	16,327	7,663
San Benito.....	44	52	7,650	7,810	3,655
San Bernardino.....	55	124	12,181	11,920	5,325
San Diego.....	134	223	17,960	19,702	11,331
San Francisco.....	1	871	17,958	7,045	28,846
San Joaquin.....	81	136	14,107	15,642	12,374
San Luis Obispo.....	93	116	12,327	14,707	6,912
San Mateo.....	31	54	11,235	9,460	4,710
Santa Barbara.....	55	90	9,565	11,980	6,990
Santa Clara.....	74	199	8,378	11,780	10,575
Santa Cruz.....	55	99	12,256	11,050	6,975
Shasta.....	91	103	10,049	12,735	6,190
Sierra.....	23	26	3,523	4,435	1,840
Siskiyou.....	66	80	8,626	12,425	4,118
Solano.....	52	93	13,126	18,635	9,765
Sonoma.....	133	193	26,644	34,941	16,184
Stanislaus.....	52	69	7,395	7,152	2,171
Sutter.....	37	41	6,228	7,993	2,775
Tehama.....	61	76	9,945	14,904	4,937
Trinity.....	16	18	2,564	3,690	1,848
Tulare.....	123	154	13,233	21,630	12,820
Tuolumne.....	32	36	4,294	6,311	2,720
Ventura.....	45	58	7,285	5,445	3,925
Yolo.....	53	78	9,947	9,499	2,960
Yuba.....	39	52	8,541	9,242	2,776
TOTAL.....	2,938	5,582	533,801	\$579,349	\$314,233

* Incomplete report.



J. W. ANDERSON, - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent Public Instruction

The following decisions have been rendered since the last list reported;

312. It is legal to employ a teacher in city schools who holds a County Certificate. In cities having special departments, holders of County Certificates may be examined by City Boards in the special studies of such departments.

313. No City or County Board can grant any kind of certificate upon an expired certificate.

314. The Attorney General, on September 4th, 1891, rendered the decision that, under the provisions of Section 1565 of the Political Code, every applicant for a certificate, except temporary, upon presenting his application must pay to the Superintendent a fee of two dollars, to be deposited to the credit of the Teachers' Institute and Library Fund.

315. It has frequently been decided by this office that a renewed certificate is to all intents a new certificate, and that the fee of two dollars must accompany every application for renewal of certificates.

316. No teacher can be legally employed in any school, or permitted to teach in any school, who is not the holder of a certificate corresponding in grade with the grade of the school or class. Whether the teacher be employed upon salary or not makes no difference. Every teacher before assuming charge of a school, whether as Principal or Assistant, must file his certificate with the Superintendent; and it matters not whether the teacher is to receive any compensation or not. Officers having authority to employ teachers cannot nullify the law. It was intended by the requirement of a certificate of qualification to guard against the squandering of a sacred public fund upon persons assuming to teach without being capable of performing a teacher's duties and to insure the employment of competent persons only, as teachers, thereby making the schools useful as instruments for the education of the young. An officer who, either expressly or by implication, sets at defiance, or waives, an express statute, defining and limiting his official authority, violates his oath of office, and renders himself liable to be proceeded against for malfeasance in office.

317. Boards of Trustees ought to carefully ascertain whether or not any articles of apparatus are required for their schools. Teachers ought to know, before asking for any apparatus, whether they need what they ask for, and whether what they ask for will suit for the purposes for which it is asked. Trustees should purchase no apparatus unless the teachers, who are supposed to know what they need, desire to have such apparatus. Teachers and Trustees ought always to con-

sult the needs of the school, and not listen to the importunities of agents. We find that frequently books and apparatus are purchased for the schools that are of no earthly use, and the money thus expended is literally wasted.

318. Under the law, any citizen who is an elector is eligible to any office in the gift of the people. The ability to read and write does not enter as a factor in the qualification to hold the office of Trustee; but common sense would indicate that one unable to read and write is but poorly qualified for a position of so great responsibility.

319. Trustees can, if they desire to do so, secure the condemnation of private property for school purposes. See Section 17, Mills on Eminent Domain.

ATTORNEY GENERAL HART.

320. Section 1770 of the Political Code seems to contemplate that the Board of Education may have something more to do than to hold examinations for the granting of teachers' certificates semi-annually, for it provides that all incidental expenses incurred by the Board of Education shall be audited and paid as other claims against the general fund of the County. It seems to me that the publication of a circular letter of instructions to the teachers, by the Superintendent, and authorized by the Board of Education, would not fall outside the provisions of the school law. The bill for printing legitimate matter is an incidental expense and must be audited and paid as other claims against the general fund of the County.

ATTORNEY GENERAL HART.

321. There can be no doubt that the printing of questions for examination of either teachers or pupils is a necessary incidental expense, and must be audited and paid as other claims against the general fund of the County are audited and paid.

322. A teacher can hold the Board of Trustees responsible for his salary for the full time for which the contract was made, whether said contract be oral or written, unless he is dismissed, after due investigation, for proper cause.

323. If a teacher is engaged to teach a school so long as the funds of the district will meet the expenses of the school, the Trustees cannot dismiss him prior to the time the money in the fund is exhausted, except for proper cause. The terms "so long as the money of the district will hold out" are sufficiently definite in establishing the time for which the teacher is employed.

324. Any rule adopted by a Board of Trustees which requires a teacher to be present at 8 o'clock, when the school does not open until 9 o'clock, is in contravention of Section 1 of the Rules and Regulations adopted by the State Board of Education. The Rules and Regulations adopted by the State Board of Education, are adopted in accordance with the power conferred upon said Board by the law, and are law for the schools.

325. When a school district is divided, and a new district is formed, the new district is not entitled to any portion of the property of the old district. The library cannot be divided, nor can the Library Fund, or other funds.

326. The children of Indian parents, unless such parents are still living in the tribal relation, must be admitted to the common schools of the State. They cannot be excluded; nor can separate schools be organized for them. (See Cal. Reports, Vol. 82, page 594.)

327. The children of Indian parents who have settled upon Government lands, and have U. S. patents therefor, are school census children within the meaning of the law. The children of Indian parents who are not living in the tribal relation, are census children.

328. Our statutes are silent as to the matter of corporal punishment, and Boards of Education or Boards of Trustees have the right to enact such rules relative thereto as they may deem proper. They may prohibit it altogether if they deem it proper to do so.

329. A Superintendent has the right to pay out of the amount allowed him for postage, the expressage on papers returned to him from the teacher to whom the questions were sent. He has also the right to refund to the teacher the postage which the teacher has paid upon such papers.

330. Section 1775 of the Political Code does not authorize the recognition of Harvard diplomas, nor diplomas of any College or University, except the State University of California; and the latter only when recommended by the Faculty of the University.

331. The State Board of Education cannot recognize State certificates of any kind as credentials upon which to issue Educational or Life diplomas. These diplomas can be issued only in accordance with Section 1521, Subdivisions 10 and 11.

332. A Trustee cannot vote by proxy; nor can a Trustee absent from the meeting of Trustees delegate to another the power to cast his vote.

333. Teachers in schools in which there are Principals have nothing to do with the promotion or graduation of pupils, except to recommend. The Principals are the responsible parties in these matters, and assistant teachers must follow their directions.

334. The Trustees are in all cases bound by the instructions of the electors of the district when given at a meeting called for any particular purpose. If they refuse to comply with such instructions, there exists good cause for action against them. (See last clause of Subdivision 20, of Section 1617 of the Political Code.)

335. Trustees cannot move the furniture from the school when the school has been located by the people, without a vote of the people. If they refuse to obey the order of the Superintendent to replace the furniture wrongly moved, action should be begun against them for the purpose of compelling them to comply with the law.

336. There is no provision in the law which authorizes Boards of Education or Boards of Trustees to dispose of any library books by sale. In the case of a lapsed district, the Board of Supervisors of the County can dispose of the property of the district.

337. Supplementary books may be purchased with the Library Fund, Section 1712; but such cannot be made to take the place of the adopted text-books; nor can they be adopted as text-books. Under no circumstances can pupils be required to purchase supplementary books, or any books not coming within the purview of text-books proper. See chapter CCXXXVII, page 81, of School Law.

338. In cities, city certificates, or any certificates which authorize the holders to teach in cities, must be filed in the office of the City Superintendent.

339. Teachers have no right to teach upon legal holidays; and if they do teach on those days, they are not entitled to any extra salary for so doing. They cannot teach upon holidays to make up lost time. They are entitled to pay for all legal holidays, and for all holidays ordered by the Trustees.

340. Every teacher employed in the public schools must be the holder of a valid legal certificate, in full force during the whole period of employment. No one can be permitted to teach, even gratis, in any public school, or to assist the teacher in charge of the school, unless such party is the holder of a certificate in full force. The certificate must be filed with the Superintendent. The Trustees cannot legally draw an order for the payment of any teacher who is not the holder of a certificate. Nor can they add to the salary of a teacher in order to enable such teacher to employ an assistant. In all such cases the Superintendent should decline to issue a requisition upon the County Auditor.

341. State and County School Funds cannot be legally applied to the support of High Schools. High Schools must be supported by a special tax for that purpose. See Sections 1621 and 1665 of the Political Code, and Statutes of 1891, page 161.

ATTORNEY GENERAL HART.

342. Teachers have no right to teach on legal holidays; on those days the schools should be closed. See Official Journal, Vol. 2, page 144; Vol. 7, page 111, 150; and Vol. 8, page 91.

Teachers cannot teach on a holiday and then take some other day as a holiday. Vol. 5, page 76.

Teachers cannot collect extra salary for teaching on a holiday.

Trustees have no right to require a teacher to make up the day on which the school was closed in order to allow the children a holiday.

343. In the case of Hughes and other *versus* Fwing and others reported in the "*California Decisions*," Vol. 3, page 87, filed Feb. 18th, 1892, it was decided by the Supreme Court that territory set off into another district is not liable for any bonds previously voted in the district from which said territory was set off.

344. Trustees are not at liberty to let school houses for dancing purposes. Especially is this the case when it is necessary to remove the desks and other furniture.

345. Teachers in joint districts may elect which of the County Institutes they will attend. There is no law upon this subject. The Superintendent of the county in which they do not attend should be notified of their intention to attend in the other County.

346. If the clerk has moved out of the district, or if any trustee moves out thereof, there will exist a vacancy; this vacancy must be filled by the Superintendent.

347. County Boards of Education have no power to require pupils to take an examination outside of the limits of the district in which such pupils reside. Nor can Boards of Education justly withhold diplomas of graduation from the Grammar or High schools when pupils have satisfactorily completed the course of study prescribed in such schools.

348. A woman of foreign birth, whose husband is a naturalized citizen, is, by virtue of the husband's citizenship, a citizen, and may be appointed as Census Marshal.

349. No Trustee, nor any other person, can act as substitute for a Census Marshal. The Census Marshal himself, or herself, must take the census, and cannot delegate that duty to any one else. If any one, except the properly appointed Marshal should take the census, it is the duty of the Superintendent to reject the census so taken, and order a new census.

350. A Trustee acting as Census Marshal, is not entitled to any compensation for his work. In this connection I desire to call the attention of Trustees and Superintendents to the circular relative to the census, published in the March number of the Journal.

351. A teacher under contract to teach for a definite time, whether the contract be *oral* or *written*, cannot be dismissed, except for good cause. If the teacher is dismissed, the trustees, as such, are liable for his salary.

Since our last report, we have had the pleasure of spending one day, with Supt. Friesner, in visiting the schools of Los Angeles, and two days with Supt. Seaman in visiting schools in different parts of Los Angeles County. We spent one day with Superintendent DeBurn, in the schools of San Diego, and nearly one day in those of National City, with Principal Baldwin. We would be pleased did space permit, to speak in detail of every class visited. It must suffice to say that we were not simply delighted, but most agreeably surprised to find all in such excellent condition. We were particularly pleased

with the generous pride manifested by the people, in every place visited, in providing excellent school buildings and other appliances for the proper education of their children. Of the Superintendents and teachers, it is not needed that we should say anything; their works do tell of them. The people are to be congratulated upon the wise management of the public schools in this part of the State. Our thanks are due, and are most cordially extended to Superintendents Friesner, Seaman and DeBurn, to Principal Baldwin, and to Mr. Frank Kimball and his wife, Mrs. Trustee Kimball, for the kindnesses showed us in accompanying us in our visitations, and for the many courtesies with which we were treated.

To appreciate the great work being accomplished at the Whittier school, it must be seen. Would that the people of this State, and particularly our legislators, could have such opportunity to inspect the school as we have. It is, without exception one of the best managed institutions we have ever seen. It is one great family in which the boys and girls are treated just as the kind heartedness of Dr. Lindley and his good wife determines that they should be treated. No money of the people goes to a better purpose, or will be more fruitful in blessing than that expended in the support of this excellent school. There are over two hundred boys and girls in the school; and they are kindly subjected to such careful training as, we may reasonably hope, will enable them to grow up to be honorable and useful men and women.

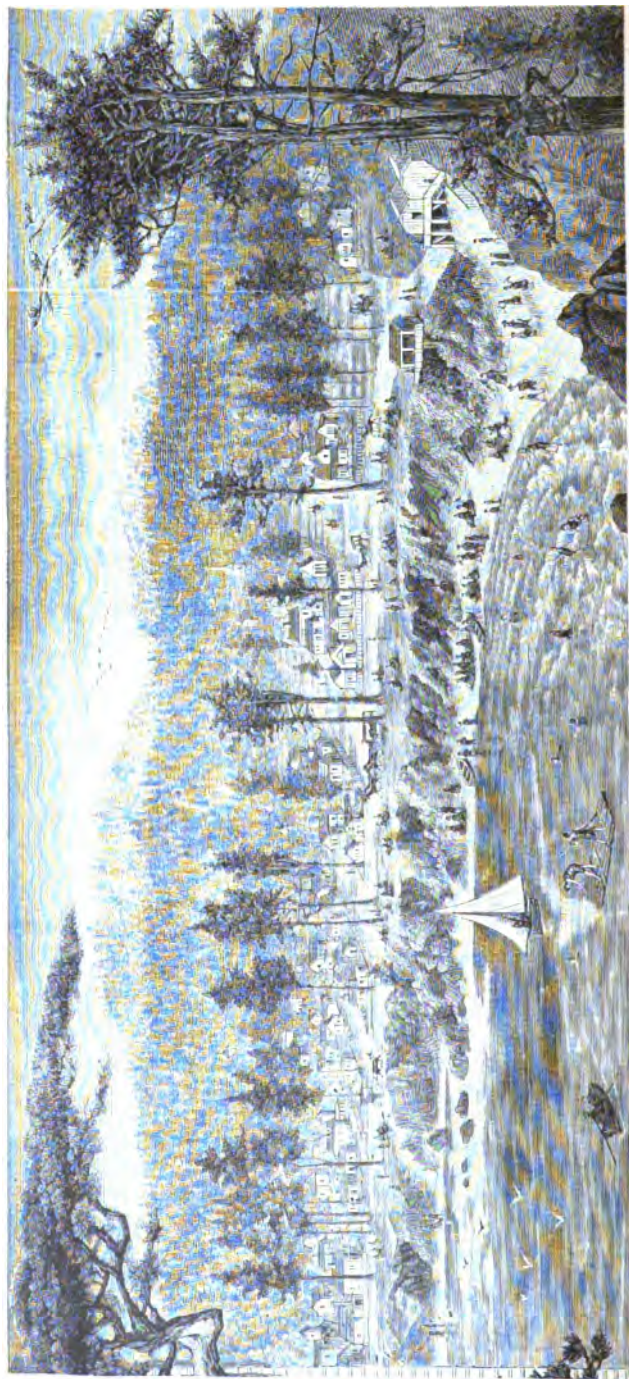
While in Los Angeles we visited the Los Angeles Orphan Asylum and the Los Angeles Orphan's Home. Both institutions are well conducted, and the wards of the State are being carefully cared for, and properly educated.

We were present for a brief time at the Orange County and the Los Angeles County Institutes. It is enough to say that, had we not already formed a favorable impression of the schools in this part of the State, the appearance of the assembled teachers would have formed such an impression; for as are the teachers so are the schools.

Immediately on our return, in company with the Manager of the JOURNAL, we visited and spent two days at Lakeport, in one of the most pleasant and successful Institutes yet attended. The interest manifested alike by Superintendent and teachers gives indication that the keeping of the school of Lake County is in good and competent hands. Los Angeles, Orange and San Diego may boast of better school buildings and generally of more interest in school matters,—certainly not of any more earnest or accomplished teachers, or Superintendents. The day is not far off when Lake County will be in educational matters as it now is in climate and natural scenery and productiveness, one of the most favored sports of the State. We have seen no more delightful place in the State than Lakeport and its surroundings. The people ought to wake up to a more lively appreciation of the fact that with all their beauty of country they can make it doubly beautiful by due attention to the culture that is to be obtained in good public schools.

We have in the past week visited the Pacific Hebrew Orphan Asylum, the San Francisco Female Orphan Asylum, the St. Joseph's Infant Orphan Asylum, the Ladies' Protective and Relief Society and the San Francisco Protestant Orphan Asylum. All of these institutions are under good careful management. The money appropriated by the State in their aid is devoted to noble work.

2



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THE PACIFIC EDUCATIONAL JOURNAL.

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CURRENT EDUCATIONAL THOUGHT.

FROM the vigorous corporal punishments of former times, the pendulum has swung to the other extreme. Opposition to the rod is the popular fad. Consequently we have no end of weak dawdling and coaxing in the management of children.

But why either extreme? The teacher who can always find something for idle hands to do, and can make that something interesting; who can compliment an act well done, can feel sorry rather than abusive over failures, and who can be a companion and a *leader*, will seldom if ever have occasion to use the rod.

For the *rod*, substitute *earnestness* and *tact* rather than moral suasion. The last has become the synonym of weakness. It is, after all, the *firm* ruling that cultivates respect, courtesy, nobility and sturdiness of character.—W. R. CUMMINGS in the *Ohio Educational Monthly*.

BEFORE the schools make the pupils into business men, they should make them into men.—A. R. CHAPMAN in *Indiana School Journal*.

THE problem for every civilized nation to-day is how the largest amount of intellectual development can be given to the industrial population.—JAMES MACALISTER, PH. D., Philadelphia.

THERE is virtue in a method; but a hundred fold more in a lively interest.

In teaching Geography to children, one leaf from nature is worth a hundred of the text-book.—*Popular Educator*.

COLLEGE PRESIDENT.—The simple truth is that this position demands not only great ability, but ability of such variety as to render eminent success in holding it a cause of much greater wonder than ordinary failure.—CHARLES F. THWING in *Educational Review*.

GENERAL DEPARTMENT.

Rational Methods in Education.

LOU M. VIRDEN.

The history of the last ten or fifteen years of educational matters has been a record of new methods in all lines—of extremes ; successful and unsuccessful experiments ; bold and wide-awake pathfinders ; an increase of Normal schools ; a wider governmental interest ; a greater demand upon teachers. But the long pendulum of educational reform, whose sweeping vibrations have frenzied with enthusiasm or despair most of the educators of our generation, begins to show a marked decrease of arc, and we may hope the worst is over and that it has come to a regular rational swing, conducive to the best work. Whatever of good these revolutionary years have brought us, has come to abide ; the failures, like lost parliamentary motions, need no record. Not that we have reached the *ne plus ultra* of educational methods—for each day and year must bring into consideration new factors, new demands and new methods ; only that reason is again holding its own against a sweeping impetus that transfixed with horror the fossilized members of the profession and destroyed, for the time, the common sense of the too enthusiastic.

One of the benefits of the days of reform has been to call into the profession—or to keep in it—those whose brilliant intellects, wide experience and ripe judgment will make lasting good of all material that comes to hand, and who shall lead us in the constantly widening educational work. Another benefit comes in the trained Normal pupils who come to recruit the ranks. The enthusiasm and theoretical knowledge of the one, combined with the experience and patience of the other, must give to the profession a higher average of educational ability and a corresponding improvement in methods.

Such changes have been wrought by the "new education" that scarcely one may say this is Arithmetic and that is Grammar ; "old things are passed away and behold all things are new." But so wondrous is the improvement that we drop a "peace to its ashes," but no tear on the grave of the old and turn eagerly to the new. One of the beautiful features of this is the beginning in the earliest grades,

and laying a foundation broad and rational for the entire school life, The little motto, "Learn to do by doing" has in it a full educational system—the germ of all the developing, drawing out and producing methods that have transformed our primary schools and made them such happy places for little people and teachers. The effort to make the child's first year in school supremely happy is repaid in biblical measure. The old standard of so much book work accomplished and perfect discipline attained has given place to the thought, "I would rather have my little folk happy than motionless,

RATHER LITTLE THINKERS THAN GREAT RECEIVERS.'

And the primary teacher's most valued reward is to have them think the school room just the nicest place on earth. In such an atmosphere mental development follows naturally, and the best foundation is laid for life-long love of study. In these improved methods each branch bears out its own details, and in each we are still to guard against extremes and make reason the test for all.

Perhaps we look for a developing of the reasoning faculties too soon in the little child. His six or seven years do not grasp much beyond the fact with its attractive outside garb, and we may not press too closely the "whys" and "wherefores." In beginning number work, for instance, let him state what he at once sees—that two and two are four—without any painful drilling into exact formulas, or an agony of struggle over substituting "plus" for "and." "And" means something to the small boy—"plus" does not; and in good time his own reaching out will grapple with those new phrases. We cultivate with so much care individuality of expression in other things and then give them a set form of analysis for number work. But, it is said, a boy *does* want reasons; he murders his sister's doll to find why she shuts her eyes or cries when the wire is pulled. I think it is usually an open question whether the fell deed is done in the interest of knowledge and to satisfy a craving for reasons in his baby mind, or in gratifying a very natural trait of destructiveness. My sympathy is far more with the little fellow who, in his distress over his number lesson, was noticed by his aunt. "Why, Freddie," she questioned, "what is the matter?" "I can't get this example, auntie." "What is it?" "If John has two apples and Mary has two apples, how many have they together?" "Well, don't you know how many two and two are?" "Oh, yes, I know that, auntie; but it is

THE PROCESS—THE PROCESS

I can't get." We burden the little folks with a useless amount of "processes" under the delusion that we are developing reasoning powers. The non-essentials that we teach with such painstaking care in the first year would come uncoaxed into the knowledge of second and third year pupils. I believe primary Physiology should deal largely, almost entirely, with the simple laws of health—eating, drinking, ventilation; and the fifteen minutes daily be often if not always given to a careful inspection by the teacher of habits, hands, nails, teeth, hair, etc. It would be far from agreeable, I admit, but I believe it would bear direct results such as we never get from teaching the names of the bones or the circulation of the blood, in this grade; or that "my arm has two parts—my upper arm and my forearm," to quote from certain primary text books. All that they get in the first two years could easily be taught them in the third; but all they *might* be taught of cleanly habits, care for their person and health will come just that much too late, if deferred at all. Those dirty years cannot be redeemed. Make fresh air—not fiends, but angels of the little folks. Teach them that open windows are *essential*; that to spend any length of time, waking or sleeping, in a tightly closed room is a very serious thing. We do not need to give them the comparison, but we know that open windows and ventilators are more than perfect spelling, and fresh air more than a knowledge of bones and blood. Make

CLEAN WATER ANGELS

of them—it can be done. Teach them, as you teach anything else, the imperative need for the use of water and soap, and keep a good supervision to see that your instructions are carried out as you would in any other matter. Make the atmosphere, literally and figuratively, so clean that a dirty boy will feel *his dirt, if not himself*, quite out of place, even if he can name the bones of the body or trace the circulation of the blood. Let him feel you consider it a very serious thing to come to school untidy, and that you are quite as likely to examine his hands as his slate. Make them clean food angels. Teach them what it means to take dirty, poisonous or strong foods and drinks into the stomach. It is true an awkward barrier arises when a wee tot of six announces that she likes coffee better than milk, and mamma always gives it to her; and a boy not much older declares papa lets him puff his cigar when he runs to

meet him. These belong to, perhaps, the most perplexing class of problems the conscientious teacher has to solve—how to counteract the influence of the parents and keep intact the child's respect for them. I know if we do this work we shall have little of the allotted time for text-book work; but let this be done in the lower grades and the upper ones will readily take up the neglected book work. Make good exercise angels of them. In this line most younger children need only to be taught care about over-doing, cooling too quickly when heated, etc. One afternoon, about four o'clock, I met, in the salt baths, a little girl who was blue and shaking with chill. I said, "Hadn't you better go out? How long have you been in?" "Oh, no," she said, "I don't want to go out. I came in about one o'clock." "But you have been in already too long—you ought to go out at once." "Oh, no; last Saturday I was in from one to six o'clock."

With older children, especially with High School girls, there may be need of urgent talks on exercise. It is to be hoped that the good things of the near future will include at least two lessons per week in systematic calisthenic drill; both free and with such apparatus as can be used in the school-room, as dumb bells, wands and clubs; not a five-minute marching around the room or stretching of muscles to rest the little bodies; we must have that, too—but fifteen or twenty or thirty minutes of earnest work under the careful supervision of a special teacher, if possible. Its benefit in the Grammar and High School departments, especially, would be almost unlimited.

Holmes to Whittier.

On the eighty-fourth anniversary of the venerable poet Whittier, the following characteristic letter was read among the remembrances of friends:

My Dear Whittier: I congratulate you on having climbed another glacier and crossed another crevasse in your ascent of the white summit which already begins to see the morning twilight of the coming century. A life so well filled as yours has been cannot be too long for your fellow-men and women. In their affections you are secure, whether you are with them here or near them in some higher life than theirs. I hope your years have not become a burden, so that you are tired of living. At our age we must live chiefly in the past—happy is he who has a past like yours to look back upon.

It is one of the felicitous incidents—I will not say accidents—of my life that the lapse of time has brought us very near together, so that I frequently find myself honored by seeing my name mentioned in near connection with your own. We are lonely, very lonely in these last years. The image which I have used before this in writing to you recurs once more to my thought. We were on deck together as we began the voyage of life two generations ago. A whole generation passed, and the succeeding one found us in the cabin, with a goodly company of coevals. Then the craft which held us began going to pieces, until a few of us were left on the raft, pieced together of its fragments. And now the raft has at last parted, and you and I are left clinging to the solitary spar, which is all that still remains afloat of the sunken vessel.

I have just been looking over the headstones in Mr. Griswold's cemetery, entitled "The Poets and Poetry of America." In that venerable receptacle, just completing its half century of existence—for the date of the edition before me is 1842—I find the names of John Greenleaf Whittier and Oliver Wendell Holmes next each other, in their due order, as they should be. All around are the names of the dead—too often of forgotten dead. Three which I see there are still among those of the living, Mr. John Osborn Sargent, who makes Horace his own by faithful study and ours by scholarly translation; Isaac McLellan, who was writing in 1830, and whose last work is dated 1886; and Christopher P. Cranch, whose poetical gift has too rarely found expression.

Of these many dead you are the most venerated, revered and beloved survivor; of these few living, the most honored representative. Long may it be before you leave a world where your influence has been so beneficent, where your example has been such inspiration, where you are so truly loved, and where your presence is a perpetual benediction.

Always affectionately yours,

OLIVER WENDELL HOLMES.

Geographical Notes.

A LARGE DEPOSIT OF SALT.—An interesting account has been received by the Bureau of American Republics relative to the development of an immense deposit of salt on the Island of Carmen in the Gulf of California, close to the territory of Lower California. This land was purchased by the Carmen Island Salt Company of San

Francisco not long ago for \$500,000, and it is proposed to utilize this magnificent gift of nature in the most extensive manner. The output of the mines is expected to be 3,000 tons a day, and the company will be able to send north by the Sonora Railway a train-load daily from Guaymas. The deposit is almost pure salt in the form of crystal, and is so situated as to be capable of advantageous and economical mining.

THE CONGO FREE STATE.—An Antwerp paper says that the United States recently offered to buy the Congo Free State, but the King of the Belgians refused the offer. The Congo State was constituted and defined by the general act of the International Congo conference in 1885, and all the great powers recognized it as a sovereign power. It has a population of 41,000,000. There are twelve territorial divisions, the capital being Boma. The central government is at Brussels, and consists of the King of the Belgians as sovereign, and three departmental chiefs. On the Congo there is an Administrator-General, under whom are several European administrators of stations and districts. Among the chief exports are rubber, ivory, coffee, nuts and palm oil. Gold, copper and other metals have been discovered. The army consists of 3,624 black men, commanded by European officers. The navy comprises five steamboats on the Lower Congo and nine on the Upper Congo, besides a small flotilla.

SPELLING GEOGRAPHICAL NAMES.—The United States Board on Geographical names has adopted some principles for spelling geographical names, of which we give a summary. That spelling and punctuation which is sanctioned by local usage should in general be adopted. It is not advisable, in general, to try to restore the original form when local changes or corruptions have become established by usage. When the same name has acquired different spellings, it is inadvisable to try to make them uniform. In all names ending in *burgh* the final *h* should be dropped. The termination *borough* should be abbreviated to *boro*. The word *center* as a part of the name should be spelled center and not *centre*. The use of hyphens in connecting parts of compound names should be discontinued. The letters C. H. (court-house) as part of the names of county seats should be omitted. It is desirable to avoid the use of diacritical characters, and of the words *city* and *town* as a part of names. The above principles apply to names in the United States.

AN education chiefly romantic or poetical, not balanced by hard practical life, is simply the ruin of the soul.—F. W. ROBERTSON.

Physical Training in Schools.

BY PAUL UTH.

SUPERINTENDENT OF PHYSICAL TRAINING IN THE OAKLAND SCHOOLS.

Our modern education, which for so long a time tended only to the advancement of the mental part, has gradually proven that the entire neglect of a systematic training of the body is lowering the intellectual status of the race. It is now conceded by all educators that the school of to-day, with its increased mental requirements, owes as a compensatory duty to its pupils the opportunity for an equal physical development. Parents and teachers have a great pride in their children's mental brightness, and during their school days all their surroundings are such as to urge them to continual assimilation of knowledge, and attention to their physical growth is left to nature, and in the unequal struggle she in a few years is often overpowered. Formerly school education meant only the acquirement of certain practical knowledge, now it means not only that but a moral development, and in the near future it will also mean a physical one. It has been argued that physical training is not a necessary branch of education, and that the same results would be obtained were the child left to follow his natural instinct.

THE STRONGER PUPILS MONOPOLIZE THE SPORTS.

If all children were equal in strength this would be true to a certain extent, but as they are not, the stronger ones monopolize the sports on the playground, and the weaker ones simply look on. This is not fair play to either, for it is human nature to like to do that which we can do well, and even though a child be in the main strong, he has some weak points. These he ignores in his desire to show his skill to his playfellow, and so the one-sided development, which is injurious, begins. If a systematic direction of the intelligence of the child is productive of the best results, is not the systematic training of the body just as essential? Recently both houses of the Legislature of one of our States passed a law making physical training an obligatory part of the curriculum, but the Governor vetoed it, reasoning that the pupils are already overtaxed with studies. The shortsightedness of this decision is self-evident. True physical training is not a burden to the mind, is not a study, but a recreation, relieving, on the contrary, the mental strain. Neither is it an accomplishment, as some other studies are, but an absolute necessity, born

of the confinement of the growing body of the child in injurious positions in the schoolroom.

CONGESTED ORGANS.

From a physiological standpoint, it is well known that every organ when in active use, is more congested than when passive, and this excess of circulation is produced at the expense of some other organ or part of the body. This general law is applicable in the case of the active brain of a child, the general circulation suffers, especially that of the extremities, respiration becomes slow and shallow, on account of the sedentary position for a lengthened period of time, the body temperature is lowered, and the heart's action weakened. But to argue on the physiological necessities would take too much time. The child has certainly the right to expect that the school should not retard its physical growth, on account of advancing its mental one. Physical culture adds at the same time to the general health, and favors an equal and symmetrical development of all faculties. It increases the mental activity, because it invigorates the whole body, and makes the child more fit to meet all the privations, hardships and cares, of which life is full, and it has a powerful influence in developing the entire character.

AVERAGE PUBLIC HEALTH.

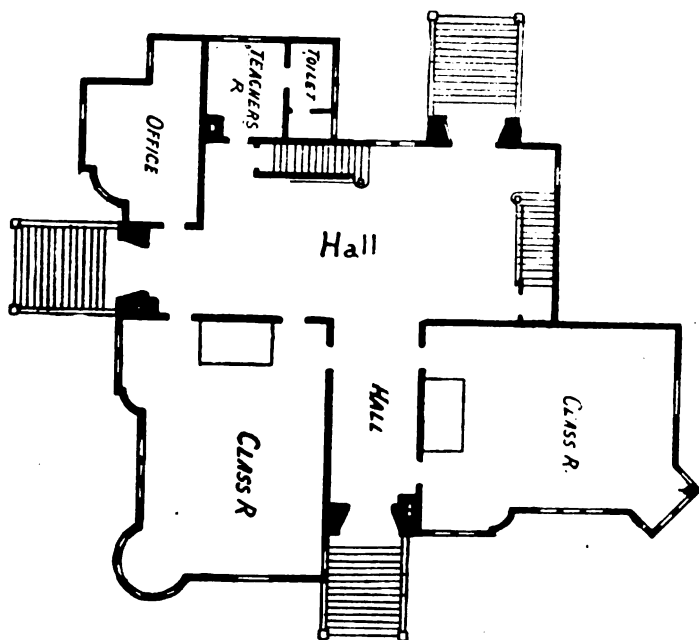
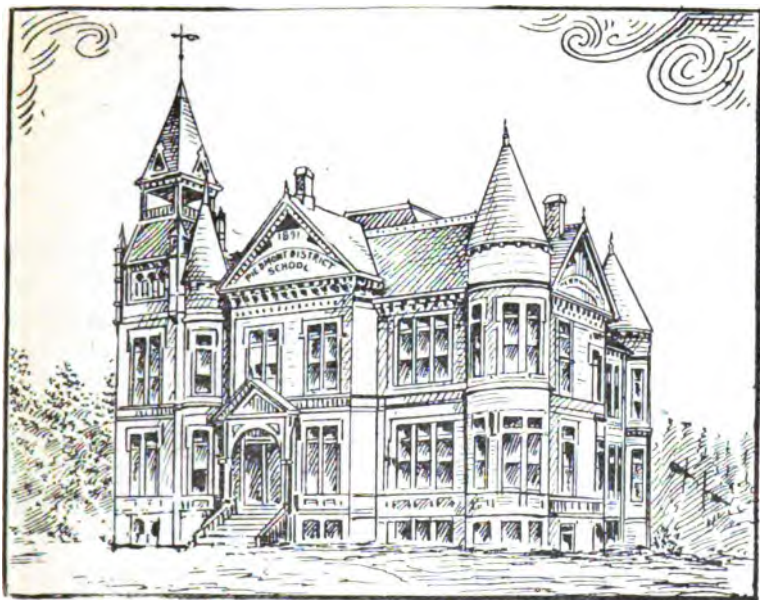
In it we have one of the most potent factors at our command, for increasing the average of public health and longevity, diminishing disease, augmenting the world's power for work by adding to the usefulness and activity of the individual, and promoting indirectly at the same time the material prosperity, the happiness, and also the morality of the race. Its effect on the moral being of the child is a very important one. It surely, yet subtly regulates and equalizes those nervous forces which in the child, at the beginning of school life, begin to awake, offering an outlet for the resulting exuberance of animal spirits, which so often find expression in injurious ways. In our present state of advancement in this part of education the very end aimed at is often not attainable, because the real knowledge of what physical culture can do is not even dreamed of by many of its exponents, and the means under which they work are so limited and inadequate that the results oftentimes are not satisfactory. We should, therefore, make strenuous efforts to increase these facilities, for without them we cannot obtain the degree of perfection that would be possible had we the proper teachers, apparatus and places for exercises. No new schoolhouse should be built without a suitable place for the conducting of this important branch, and physical training should be made compulsory in every school.

Piedmont School House.

The elevation and ground floor plan of the new Piedmont school house in the suburbs of Oakland, is here presented. The handsome building and spacious grounds are a monument to the progressive spirit, sagacity and good taste of Messrs. L. A. Booth, G. B. Daniels, William Savage and G. W. Kelly, Trustees, and the generous liberality of an intelligent community. It faces a much traveled thoroughfare and evokes the admiration of thousands. The electors voted \$10,000 with but one dissenting voice, and finding the sum inadequate, voted \$6000 additional, but one vote opposing. The house and out-buildings complete cost \$10,700, the lot (two acres) cost \$6,000. The basement is eight feet high, well lighted and has a cement floor. It will be used as a play-room in inclement weather. The building is heated by hot air. The lower floor is occupied by the two class rooms, each 25x35; a teachers' room and lavatory; a trustees' room, and a hall ample enough for the performance of such evolutions as the ingenuity of teachers may devise. In each room is an alcove 10x3, and a low bench following the curve of the bay window will furnish a stand for the flowering plants. The ample library room is up stairs. On the upper floor the sides of the class rooms next to the short hall separating them are furnished with folding doors which, when thrown open, provide a hall 72x35 for closing exercises and public meetings. The blackboards are of the best slating on cement. Every bit of the work is first class, and taking it all in all it is the finest school building in Alameda county, and one of the very best in Northern California. The credit for the design is due to the well known architect, William Kirk, of 1003½ Broadway, Oakland. Mr. Kirk earnestly advocates the cultivation of a higher architectural taste on the part of our people, and believes that handsome school houses will accomplish much towards this end.

We learn that architect Kirk has submitted plans to the Trustees of Golden Gate School District for the beautiful building they are about to erect.

NOT SO DULL.—The American had just told the Englishman a joke. The latter did not laugh. "I suppose," said the American caustically, "that you will see the point of that joke about day after to-morrow and laugh, then?" "My dear boy," drawled the Englishman, "I saw the point of that joke and laughed at it four years ago in India."—*Life*.



METHODS AND AIDS.

A Visit to Miss Planwell.

BY AGNES STOWELL, PASADENA, CAL.

Into Miss Planwell's room came Mrs. Principal. With a pleasant nod to the earnest teacher, and a smile to the class, she settled herself in the graceful wicker chair—bought from Miss Planwell's purse—in front of which lay a Smyrna rug, a gift of a wealthy patron of the school, who had observed the dainty taste evinced in the chair, pictures and trailing vines which brightened the school room.

Miss Planwell was reading a poem to her class. (In her notebook was written, "Read poem for cultivating imagination. Try to make the children *feel*. In this lesson I will care little for expression.") First, she read it through once without comment or explanation; she had already smoothed off some of the hard places. The class had been in school one year, and this is the poem to which they listened with breathless attention:

A YELLOW PANSY.*

"To the wall of the old green garden
A butterfly quivering came;
His wings on the somber lichens
Played like a yellow flame.

He looked at the gray geraniums,
And the sleepy four o'clocks;
He looked at the low lanes bordered
With the glossy, growing box.

He longed for the peace and the silence,
And the shadows that lengthed there.
And his wee wild heart was weary
Of skimming the endless air.

And now in the old green garden—
I know not how it came—
A single pansy is blooming,
Bright as a yellow flame.

And whenever a gay gust passes,
It quivers as if with pain,
For the butterfly soul that is in it
Longs for the winds again."

—Helen Gray Cone.

*From *St. Nicholas* by permission of *St. Nick.* and author.

"Why do we say 'Played like a yellow flame?' Do flames play?"

"O, yes, Miss Planwell, they jump up and then they cuddle down, and then they creep out, just like hide and seek."

"Miss Planwell," says Tommy, "I love to look at a fire 'cause we allers roast apples and—"

"Yes, Thomas."

But Thomas felt the atmosphere was not in condition for him to continue his remarks. Miss Planwell was not to be switched off the track even by the alluring contemplation of hot roast apples.

"His wings on the somber lichens
Played like a yellow flame."

re-read Miss Planwell. That *was* a hard one, as children seem to get with difficulty the idea of contrast heightening effects.

From a bouquet of chrysanthemums on her desk a bright yellow one was taken. First it was held against Sarah's flaxen hair. Nell's pink dress was the next background; then Miss Planwell's dark dress.

"O, I know. It's prettiest that way. I can just see it now. Everything was green and dark and the butterfly was the only bright thing there, I guess, and the dark old wall just showed it off," said Paul.

The flowers mentioned were spoken of. Miss Planwell *happened* to have a picture of a child asleep in a garden beside some four o'clocks which had their eyes closed, and Willie had *happened* to have brought a bunch of four o'clocks the day before. That picture of the quiet old garden was getting very real in the children's minds.

Miss Planwell re-read

"He longed," etc.

"Juanita, what of that?"

"Well, he got tired and wanted to rest."

"No, I'll tell you," said Henry; "it's just like going to the city (San Francisco). You walk and walk and ride in the cable cars, and when you get home you're just glad you are home in your own little house and you can *stay*."

The "gay gust" merrily dancing the leaves into little piles was soon disposed of. But the rest—

Mrs. Principal held her breath. But she need not have feared for Miss Planwell. A moment of silence after the re-reading of the last.

"Well, Susan, of what were you thinking?" said Miss Planwell, and about half the class beamed with the consciousness of an idea.

"Do you know," said Susie slowly, "it made me think of the story you read us yesterday (O, careful Miss Planwell!) about the horse that belonged to the soldiers and knew which way to go by the way the music played. And when the milkman had him and he heard the music, he wanted to go the way he used to when he was a soldier's horse, and so he dragged the old milk cart along to the soldiers."

"Bravo, my friend," whispered Mrs. Principal, as she passed out, "I want you to help us all with your plans on poetry lessons at our teachers' meeting to-night."

As she passed near the black-board where Miss Planwell's reading lessons were usually written, she peeped under the curtain.

"More ideas for our meeting to-night, Miss Planwell; we want you to tell us *all* about it," said Mrs. Principal.—*Popular Educator*.

Primary Reading Lessons.

Aim: That the children should be able to read intelligently and fluently, any book of equal grade with their Reader.

Steps to be taken:

- (a) They should first be able to recognize words at sight.
- (b) They should know what they mean.
- (c) They should be able to use them in original sentences.
- (d) The lessons in the Reader are to be read intelligently and easily.

Preparatory Lessons:

1. All words at the head of the lesson and all difficult or new words occurring in the lesson, should be neatly written on the black-board, and marked diacritically.

2. Different children are called upon to sound and pronounce one or more words written on the board. This is done till the teacher feels satisfied that each child can sound and pronounce any word in the lesson.

3. The words should then be given in original sentences. These sentences must be intelligent and concise.

4. Class then reads silently.

5. The teacher questions to ascertain whether the children understand the meaning of what they have read.

6. When the meaning is clear, each child may be called on to read a portion of a paragraph, or as much as the teacher may direct.

7. The preceding is all preparatory to the reading lesson proper. This should follow in a period remote from the time of preparation.

The Reading Lesson :

In the reading lesson each child should generally read a paragraph. The tone should be sufficiently loud and clear, and the enunciation distinct. The class should not be interrupted by questions from the teacher. The object of the lesson is to gain practice in reading by exercise. Attention should be given to the manner in which each pupil stands, holds his head and his book.—*Wyoming School Journal*.

A Lesson on the Cube.

Provide a sufficient number of inch cubes to allow each pupil to hold this form ; to hold it between both hands ; to feel of its sides ; to count them ; to notice that it will not roll like the sphere, but that it will slide on a side ; that it has corners and edges ; that its outside is not round like the sphere, but flat ; write the name cube on the blackboard, and require the pupils to pronounce it distinctly and to spell it.

Let the pupils trace the edges around one face of the cube with a finger ; then to trace the edges around other faces of it with the finger ; and to notice that the edges of each face are of the same length, and that all the faces are of the same size.

Let the pupils place sticks or splints of equal length so as to represent the four edges of a face of the cube ; then place them so as to represent two faces of the cube side by side. Write the word square on the blackboard, and teach it as the name of a shape of the face of the cube ; also, as the name of the shape formed by the splints.

Let the pupils look at the edges around a face of the cube and name the position of each—as vertical, horizontal ; vertical, horizontal.

Give the pupils pieces of paper of such size as may be readily wrapped around the cube. Teach them to crease the paper at each edge of the cube when wrapping it, so as to show the square shape of the faces. These squares may be cut out, placed on the several faces of the cube, and counted.

Modeling the Cube : When the necessary facilities are provided, the teacher may show the pupils how to model a cube from clay. Let a sphere be made as before, and the opposite side of it flattened by tapping it on the molding-board.—*N. A. Calkins*.

A Troublesome Problem Solved.

A bought a piece of land for \$3,000, agreeing to 7 per cent. interest, and to pay interest and principal in five annual installments; how much was the annual payment?

The amount of \$1. at the end of the first year at .07 = \$.07. The compound amt. of \$1. for two years at .07 = \$1.1449. The compound amt. of \$1. for three years at .07 = \$1.225043. The compound amt. of \$1. for four years at .07 = \$1.310796. Now the present value of each \$1. of the first installment paid = $\$1. \div \$1.07 = .934579$. The present value of each one dollar of the second installment paid = $\$1. \div \$1.1449 = .873439$. The present value of each \$1. of the third installment paid = $\$1. \div \$1.225043 = .816298$. And the present value of each \$1. of the fourth installment paid = $\$1. \div \$1.310796 = .762895$. Now $.934579 + .873439 + .816298 + .762895 = \$3.387211$ = the present value of \$1. made at each of the four installments; taking the installment to be \$1. each time. To make a present value of \$3,000, which was the cost of the farm, each installment must be as many times \$1 as \$3.387211 is contained in \$3,000 = \$885.68 = the amount of each annual installment.

List of Words For Pronunciation.

FOR ADVANCED CLASS.

Despicable.	Eczema.	Detestation.
Gila.	Hemans (Mrs.).	Irrefragable.
Orison.	Pedagogy.	Perfume.
Trousseau.	Peritonitis.	Usurp.
Typography.	Calif.	Peremptory.
Cement (u).	Photogravure.	Urea.
Truculent.	Caribbean.	

Practical Book-keeping.

BY E. E. GARDNER, SUISUN, CAL.

This subject is required to be taught in the Grammar schools, but how many teachers are doing anything more than simply preparing classes to take the ten-question examination? How many are giving to their pupils a practical knowledge of the way in which business is transacted by business men? It is a frequently expressed opinion that

book-keeping, as taught in our public schools, is next to valueless when put to the test of common business requirements. Is this a just criticism? Excepting the work of a very few teachers, I am of the opinion that it is.

Pupils are required to follow the directions of some text-book, and are thus made to waste most of the time allotted to the subject in writing useless day-book entries, journalizing improbable transactions, itemizing cash sales, closing accounts that need never be closed, hunting for trifling errors, etc.—all this and more, instead of learning in a representative, but practical way, how to transact and to record.

How many of those who have "had book-keeping" are familiar with common business paper? Ask the banker, the post-master, the telegraph operator, the express messenger. Give to the average school-boy, who can "journalize" and "post", a set of common business forms, and ask him to explain their use, and "ten to one" he cannot make a single intelligent comment upon them. He may have been taught that "what comes in, goes on the left", and that "what goes out, must be placed on the right"—this and a few other mechanical rules by which he is enabled to place upon paper enough to deceive him into the idea that he is learning to "keep books." Alas for the embryo book-keeper, with his rules and his theory, when he finds himself in the employ of a hard-headed practical business man, and never in his life has written a check, bought a draft, deposited money, sent a telegraph or telephone message, or signed his own or any other person's name in compliance with a business requirement.

Is it a wonder that Grammar school graduates are said not to "know beans" about book-keeping, when they have never been taught that which is required of them by the commercial world. They have been taught, but "there's the rub;" the method is wrong, and they go out from the school with very little of that ability which the employer recognizes as the equivalent of coin. Give a boy a chance, and he may go from the school-room to the store or the office, qualified to perform the duties of a beginning accountant in an intelligent and acceptable manner. But this can never be done by keeping him nine-tenths of the time given to the subject upon useless theory.

Two weeks is sufficient time in which to start a class in the theory of accounts. At the end of that time it should be transformed into a miniature business community. Each pupil should be supplied with a set of the more common business blanks, a quantity of school cur-

rency of convenient denominations and a stock of goods (card representations.)

Having paid for his goods, the pupil is ready to transact, and to record those transactions. For convenience, a bank may be established and one or more wholesale merchandising concerns. With this simple outfit, all of the common business transactions may be performed, and by having to use the necessary blanks again and again, pupils become familiar with them just as do business men in a busy life. The handling of goods, money, etc., makes the matter of recording simple and reasonable, instead of theoretical and mechanical as in the text-book system. Balancing cash, taking inventory, and making a "statement," all mean something here, and the channels through which losses and gains accrue can readily be seen. No fictitious names occur in this work. No improbable transactions come up. Theory and practice go hand in hand, and the result is that book-keeping, instead of being a meaningless drudge, is a pleasure to the student, who acquires thus a practical knowledge of the common sense way of doing business.

Civil Government in the Grammar Schools.

F. H. CLARK.

HISTORY DEPARTMENT, SAN FRANCISCO HIGH SCHOOL.

LOCAL GOVERNMENT.

The State Board of Education has prepared a text-book in Civil Government in pursuance of the act of the Legislature of 1889. The issuance of this book requires a place for the study in all schools of grammar grade throughout the State. Will there be any difficulty in making room for it or in adjusting the work to such other studies as are already attempted?

Surely the schools need no new studies for the sake of filling up any vacancy in the ordinary school course. The schools have long suffered from a multiplicity of subjects. Parents complain of the number of books and blank books their children are obliged to have. Pupils receive report cards upon which a standing is recorded in a dozen or more subjects, all the way from arithmetic to neatness, and the danger is that the boy really does not know what he is supposed to be studying. In a multiplicity of aims, no one is direct and effective. And yet here is another to be added. How then can further confusion be avoided?

Methods now being adapted to the work of the secondary schools must be carried a step lower and be applied in the grammar schools. The work must be centralized—must be unified along certain clearly distinguished lines, as language, mathematics, history, science; and so far as the teaching force will allow each of these must be given to special teachers. Even where the size of the school will not allow any division of labor, the teachers' strength can be made vastly more efficient by centralization of work. Wherever such reforms are needed the introduction of the subject of civil government will be a good point to begin with.

AN ASSOCIATED STUDY.

This study need not be counted as an additional subject at all. It can be associated with United States History so that each will help the other and both together can be regarded as one department or branch of study. If a comprehensive name is needed, let it be History and Government of the United States, or History for short. The fact of two separate text-books under two distinct names will influence teachers to divide time and try to separate the work into two parts. But if this is done all the mutual service that these subjects are capable of rendering if united will be lost, and the attention of pupils will be distracted instead of being intensified.

There is no study in the schools to which more careful attention should be given than to United States History. There is no study in which greater natural difficulties present themselves. Percentage may be explained in simple words, but who can make plain or simple the discussion of a United States Bank or the theories of Silver Coinage? And yet there is no field of common school study that can excel this in real fertility. Everywhere is heard the cry against political corruption. No one believes, no one but professional politicians pretend that our parties stand for any discoverable principles. Strong and great they are indeed, but it is the strength of machines and the greatness of numbers. Moral strength there is not, for not truth is worshiped, but simulation and disguise. Before a demand for truth and principle these great machines will vanish as the stubble before the conflagration; but not truth and principle are demanded at present so much as temporary success. To lead pupils in a search for truth, to train them in judgment and to inspire them with a devotion to principle—these are among the highest aims of a teacher in any grade of work: they are especially the duty of the teacher of history. But the difficulties are great, and as a result the attempted teaching of history

becomes uninteresting and uninspiring. Pupils get a few disconnected facts by rote, repeat them in ridiculous confusion at examination time and enter active life without adequate conception of their country's history and laws, unless gained in the higher institutions. The same difficulties that oppress the teaching of history will be encountered in civil government. But here a greater opportunity is presented for direct observation, and if advantage is taken of this, in the study of the present, right conceptions may be formed and habits of inquiry established that will aid immensely in the study of the past.

WHERE TO INTRODUCE THE SUBJECT.

Suppose that it is agreed to introduce the study of civil government into the third year from the last in the grammar school, and that the regular study of United States History be continued through the two succeeding years. Thus our subject of History and Government of the United States shall receive continuous attention for the last three years of the grammar school. As preparation during the previous years there should be the widest possible reading of books illustrative of history and adapted to young readers. This preparatory reading should begin at the earliest possible moment and be pushed by the teacher by every possible means, helping development of language, and power of comprehension. The school library should furnish this reading in all places where there is no public library, and every public library should make this one of its chief reasons for existence. Such books as *Johonnot's "Stories of Our Country,"* *Coffin's "Boys of '76"* and *Irving and Fiske's "Washington and His Country"* are mentioned as examples of the kind of books to be sought for this purpose. Books of this sort are rapidly increasing and in such variety as to meet every age and taste. Teachers must be judicious in selecting and recommending, but not too anxious to examine or scrutinize what their pupils may have gathered from their reading, lest the pupils come to regard this reading as a set task. At this stage let the teachers feel satisfied, if their pupils only read; pleased, if they like to read, and delighted if they like to read much. The great trouble ordinarily is that pupils do not read at all.

HOW MUCH TIME.

With the introduction of definite study in the grammar school the question of relative time to be allotted will have to be answered. Rote methods in arithmetic and grammar have kept teachers dinging rules into their pupils' heads to the last day and hour of

grammar school time, to the exclusion of any real mathematics, real language or real history. When the memorizing of arithmetic rules shall have given place to mathematical reasoning, and the study of language shall mean power to use English, the study of history will gain correspondingly in real effectiveness. In the adjustment of time, for the last two years, at least, history should divide attention equally with mathematics, English and science.

For the first year there will be sufficient work in the subject of local government. In the State text-book this work is arranged upon the inductive plan. The pupil is to build up his information by means of his own inquiry and observation. Thus for this year there will be no need of placing the text-book in the pupil's hands. Whatever explanatory material the book contains can be read and further developed by the teacher. The pupil's duty will be to collect and master the facts in answer to the questions set for him in the text. This he must do carefully, perseveringly and slowly. The order of the subjects as developed in the text is—school district, township, city, county. Differences arise here as between city and rural schools, which may require special adaptation. The rural schools will find difficulty with government in the city; city schools with that of the school district and the township. It is suggested that rural schools study the school district, then the township and then the county, after which the city may be studied as a special adaptation of county government, rendered necessary by massed population, in such matters as the maintenance of order, security against fire, care for public health, education, etc.

IN CITY AND IN DISTRICT SCHOOLS.

With the exception of San Francisco, city schools can practically follow out the study of the school district, the city being the territory and the Board of Education its governing body. The rather obscure relation of the city district to the county educational bodies will of course be passed over for the present except in the matter of census reports and the apportionment of money. More difficulty will be found in the study of the township, for it is hard to distinguish this from the city organization, particularly in its police department. The other two divisions, the city and the county, will follow easily and directly. San Francisco schools are placed in the greatest difficulty of all, as they are brought at the outset face to face with a very complex combination of city and county. Teachers here must make use of outside illustration. Perhaps they can get their pupils to study out

some of the questions about the school district and the county during their vacations spent in the country.

But how is all this work to contribute anything to historical understanding? No effort is made in the State text-book to trace the history of the forms studied. Some of the books mentioned as reference, however, as Macy's "Our Government" and Fiske's "Civil Government in the United States" are full of it. The history in the State series gives some facts about the beginnings of township and county government in America. Teachers can easily bring in enough general history to prevent the impression that these forms studied locally are the invention of the localities in which they are studied, and this preventive is all that is needed at this stage.

LOCAL HISTORY.

Far more important will be a study of local history together with the local government. Precisely the same methods may be followed. After it has been seen what the school district is, let the pupils determine what they can of its history. When was it established? By what men? For what special reasons? From what other districts was the territory taken to form it? etc., etc. To be sure nothing very momentous will ordinarily be discovered in the annals of a school district. But the method of inquiry will nevertheless be of the highest value, and investigation may be carried even to determining what questions have from time to time interested or agitated the school district and by what means they have been settled. Every one will see that the same sort of work can be done with reference to the city and the county, becoming more fruitful and interesting as the field enlarges.

With this preparation pupils will be ready the second year to enter simultaneously or nearly so upon the study of the government of the State and the history of the State. "What! are we not to teach the history of the United States chronologically the way our text-books are written?" Certainly not. There is much more reason for following a chronological order in writing a brief text-book than in studying the subject with which it deals. The text-book is but a common servant; it must not be transformed into lord and master. The study of the State, then, before that of the nation; of California, before that of the United States. How this can be arranged, and history and government be associated, will be the subject of a second paper.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The District School.

In the district schools of California we have supervision by County Superintendents, and to some extent in the upper grades by County Boards of Education. Our County courses of study, Institutes, Educational Journals, all contribute to make the sort of school described below the exception rather than the rule here.—[E.D.]

That the average district school in the country is in a pitiable condition is an indisputable fact.

As a usual thing a teacher will make application to the directors of some district, and if his bid is low, or if he be the choice of the Board, he will be hired to teach.

He teaches, or rather *keeps* the school, and, as he is "liked," perhaps he is hired again.

Why is it that he is liked?

The following essay on "A School I Once Visited," written by a scholar of one district who visited another school, partly answers the question. It is almost *verbatim*.

"I went to visit a school yesterday, and before I went I had heard it was a slim one; but I had no idea how slim it was. It was noon when I got there. The children were skating near by in a field.

"When school time came the scholars rushed in at the open door worse than the cattle at our barn at home when they are called to come into their stables.

"The first class was small mental arithmetic, second was higher mental arithmetic, and third was the Grammar class, which consisted of but one pupil.

"Whenever one wanted to know a word he would hold up his book, and then go ask the teacher. And whenever there was one to go, there would be three or four more who would jump up and run after the teacher with their words, and at one time there were six after him at once.

"There was no order at all. There was a small boy sitting with an older one who was about thirteen years old; the older took the smaller one by the collar, and threw him on the floor, and the teacher just let him go and did not say a word to him.

"In the class the same fellow was sitting on a bench reciting; when the teacher's back was turned he grabbed a little fellow by the hair and threw him on the floor. It made quite a racket in the room, and the teacher made him stand on the floor.

"They should have the teacher we once had; he would have licked two-thirds of them every day and then he would have served them right.

"They have a new schoolhouse and burn coal in the stove.

County Institutes.

SISKIYOU.—The Twenty-fifth Annual County Institute was held in the public school house in Yreka, May 10-13, inclusive. Roll call showed an absence of 14 out of a list of 107. C. S. Smith and George Rice were elected Vice-Presidents; Chas. T. Bailey, Secretary, with Miss Armeda Kaiser, Assistant. Superintendent Kennedy introduced the session with a concise review of the condition of the schools. Dr. Eli F. Brown, of Riverside, Institute Conductor, opened the discussions, and the teachers, true to the reputation of the county, participated largely and intelligently. In addition to the regular branches of study the following topics were discussed: "Recesses, or Not;" "Patriotism, How Taught?" "Moral Instruction—What and How?" "Absenteeism."

Among the familiar names on the program and sharing in the discussions were the officers, already mentioned, Messrs. Matlick, George, Fred and Will Tebbe, Matthews, Davis, Pierce, Whipple, Nolan, Meyers, Abbott, Wetzel, Beaughan, Cowan and Madden; Mesdames Stewart, Wilcox, Harris; and Misses Julian, Bantz, Timmons, Crawford, Cooley, Beem, Dowling, Mathewson, Ager, Parry, Devine, Neilon, Cummings. Mrs. Churchill, an interested attendant, though not a teacher, spoke earnestly in favor of the establishment of a reading room in Yreka, and read a poem on the teachers' mission, which was well received.

A memorial exercise was held in honor of Miss Mary Fay, to whose many good qualities touching tributes were paid. Entertaining reminiscences were given by Mrs. Gillis (an honorary member), Mrs. Stewart and Messrs. Rice and Kennedy.

Tuesday evening was devoted to a sociable. Dr. Brown gave two evening lectures. Subjects: "Some Remarkable Women," and "American Literature."

Among the unusual resolutions adopted were:

1. A compliment to George A. Tebbe, Principal of the Yreka school, and his assistants, for the beautiful appearance of the Institute hall.
2. Calling for an exhibit of school work at the next Institute.
3. Calling for a change in the law, making it possible for Trustees to hire teachers under a three-year contract.
4. Requesting the Superintendent to decline to honor orders in favor of teachers who took charge of schools without first securing certificates.
5. Against members of the County Board preparing applicants for the teachers' examination.
6. On the death of Miss Mary Fay and Miss Ann S. Wheaton, teachers.

PLUMAS.—Institute called to order by Superintendent Foss in the Grammar school room of the public school house, Quincy, May 10th, for a three days' session ; State Superintendent Anderson being present, with P. M. Fisher of the JOURNAL, as Conductor.

Mr. D. C. Reed served as Vice-President and Mr. Kelly as Secretary, with Miss Keddie as assistant.

Quite a number of schools were not represented because of the close of the term. This was unfortunate, but did not affect the size of the audience which, during the day sessions, tested the capacity of the room, and at night filled the town hall. There was no printed program. A number of teachers had been called upon to contribute to the program, and certain subjects had been selected for the State Superintendent and Mr. Fisher ; but the program for each day was announced in the morning or on the evening preceding. This arrangement, being a departure from the custom, excited additional interest, afforded opportunity for change without friction, and proved satisfactory.

Mr. Grover reported upon the "Useless Details of History."

Excellent papers were read by Misses. Hunt, Mullen and Fletcher, and Messrs. Reed, Groot, Kelly, and W. H. Leek, County Recorder and honorary member of the Institute. Mr. Leek's paper was on "Teaching : A Profession." He stoutly affirmed that it was, and in trenchant sentences made it seem so. Rev. Whittaker and Mr. U. S. Webb, District Attorney (honorary members) took an active part in the discussions. Six young ladies who had just received certificates were elected honorary members and participated in their first Institute.

Quincy is a cosy, clean mountain town nestled at the foot of a peak heavily timbered almost to the summit, where the snow gleams through the evergreen with charming effect. A wide mountain meadow sweeps away before it, with water shimmering in the warm Spring sun. Mountains with snow-clad summits environ the little valley. Spring had come with its mingling of snow and water, sunshine and cool breeze, springing grass and bursting bud. People were stirred by the unlocking of winter and greeted the Institute with glad hospitality.

Superintendent Anderson stirred the teachers and the public with his blows at fads and his pleas for the essentials. He and the Conductor each delivered an evening address to the general public. On their return they tested the wonderful variety in California climate,

by riding in a rude sled over twenty miles of deep snow behind horses carrying snow shoes, and twenty-four hours later plucking orange blossoms off the famous tree at Bidwell's Bar.

THE San Luis Obispo county Board has passed a resolution declaring it to be the sense of the Board that the substitution of High school certificates for the old Grammar school course certificates should be done only when the latter were obtained upon original examination.

NORMAL SCHOOLS AND STATE UNIVERSITY.

Normal Schools.

CHICO.—Beginning May 3, Dr. Mary Wood Allen delivered a series of highly entertaining and instructive lectures in Normal hall. Those who were privileged to hear her received some earnest advice that all would do well to follow.

Friday and Saturday evenings, May 13 and 14, Professor Barnard of the Lick Observatory, lectured before the students and the people of the town. Friday evening he lectured upon "Stellar Photography," and Saturday evening upon "Comets." During each evening the audience were shown some very fine stereoscopic views of phenomena observed at Mt. Hamilton and elsewhere. The apparatus by which the views were shown was that belonging to the Laboratory, and the success of this part of the evening's entertainment reflects great credit upon those who superintended its use.

Friday evening, May 20, the people of our town enjoyed the privilege of hearing one who has by means of his pen touched the hearts of the people as few others have done—Will Carleton. The mere reading of his poems, written for the purpose of uplifting humanity has made home and home affections precious to thousands; but even his most ardent admirers declare that to hear him recite them gives them a double charm. We consider ourselves highly favored, and we wish many others the pleasure of hearing him.

The latest improvements on the Normal grounds are in the way of walks. A cement walk just the width of the steps is being laid from the steps to First street; also, the sidewalk in front of the grounds is being graveled. The former will be gratefully received, but we fear that the latter will, for a time, be not quite so welcome.

On June 3d the Senior class will give an evening of experiments in Physics and Chemistry, with explanations of the same. This is the first time an experiment of this kind has been tried. The students expect to derive much benefit from their share in the matter, and hope to make their entertainment worthy of praise.

State University.

INSTRUCTIONS TO APPLICANTS FOR ADMISSION.

Times and Places of Examinations :

In 1892, examinations for entrance to the College of Letters, the Colleges of Science, and the Hastings College of the Law will be held both in June and in August, as described below.

Applicants intending to take examinations in June will assemble punctually at 8:30 A. M., Thursday, June 30, 1892.

In *Berkeley*, in the Assembly room in the North hall of the University ;

In *Los Angeles*, in Room 15 of the High school building ;

In *Grass Valley*, at the High school ;

In *Chico*, in Room F of the State Normal school building ;

Or in *Visalia*, in the office of the County Superintendent of Schools, at the Court house.

In August, examinations will be held at *Berkeley* only. Applicants will assemble at the University, in the Assembly Room, at 8:30 A. M., Monday, August 15, 1892.

Recommended graduates of accredited schools, and other applicants not taking entrance examinations, should file applications and credentials with the Recorder at the time of the August examinations ; not later, if possible, than Friday, August 19, 1892.

Dividing of Examinations :

Any applicant who proposes to take all his examinations in 1892 may divide them between June and August, at his own discretion. The June examinations may be made to comprise any of the subjects of the requirements for admission, and any subject passed will be put to the credit of the applicant. The August examinations should comprise all the required subjects in which the examinations were not taken or not passed in June.

Any applicant who proposes not to enter the University until 1893 may divide his entrance examination between 1892 and 1893, taking part of it as a *preliminary examination* in 1892 and the remain-

der as a *final examination* in 1893. If he passes in at least five subjects at the preliminary examination, a *certificate* of preliminary examination, crediting him, one year in advance of his proposed entrance to the University, with the examinations passed, will be issued to him. If he does not pass in at least five subjects, no credit will be given to him for any preliminary examinations.

When entrance examinations are divided between the two years, the preliminary examination may not be subdivided between June and August, 1892; nor, in case the applicant is granted the *certificate* described above, may the final examination in completion of the requirements for admission be subdivided between May and August of 1893. But conditions received at a final examination taken in May, 1893, may be made up at the August examination of that year.

AN EXCELLENT OPPORTUNITY.

The Physical Laboratory at Berkeley will be opened from June 15th to August 15th, and Professor Whiting will direct a course of physical experimenting and measurement.

These practical exercises will be primarily adapted to the purposes of teachers of Physics in the secondary schools of the State, who are looking for opportunity to acquire the special information and training needed in order to teach the subject with success according to a plan which includes laboratory-work.

There has been a generally expressed desire that the equipment for Physics-teaching at Berkeley should be made available to this end; and experience shows how large the number of teachers is, who would be benefited by fuller familiarity with experimental methods. It is therefore to be expected that the announcement now made will lead to results which justify the effort required from both those in attendance upon this "Summer School," and the University instructor who has volunteered to conduct it.

Professor Whiting has paid particular attention to this branch of his subject, and has given himself with enthusiasm to the publication of sound ideas regarding it. Conferences upon methods and upon results to be expected from them will be held, and form a valuable feature of the program.

The privileges will be extended to mature students only, whose interests in Physics prompts them to general advanced study of the subject, or to work upon the lines indicated above.

The dues for the laboratory course have been fixed at five dollars.

Inquiries may be directed to

FREDERICK SLATE,

Box 96, Berkeley, Calif.

EDITORIAL.

THE voice of the examiner and the click of the pen are heard in the land.

We again call the attention of teachers and superintendents to the opportunities afforded for vacation improvement by the Universities, and the Summer schools at Pacific Grove, San Jose and Coronado Beach.

A Prize.

"Two hundred and fifty dollars is offered for a model chapter on 'Peace and War' for incorporation in Elementary school readers."

The International Arbitration and Peace Society makes the above offer for the purpose of educating children on the subject of duty to foreign nations. There is, at present, not only an absence of direct teaching in schools in regard to international duties, but in some countries instruction of a directly opposite nature is given. There are to be found in some school books chapters in which "Patriotism" appears to be considered as comprising hatred and distrust of all people except our own. Californians desiring to compete will address Pacific Arbitration Association, Monterey, Cal.

The *Tulare Register* says :

"There is perhaps no community more proud of its school than is that of Tulare City. When Professor Faber began his principalship he stated to a *Register* representative that it should be his purpose to bring the school and its patrons nearer together. How admirably he has succeeded need not be told by us. During the two years he has been in charge of the school he has won the esteem and the confidence of parents and pupils to a degree not often attained.

The teachers in the various departments were carefully selected with a view to their fitness for the positions, and they have given perfect satisfaction to parents and pupils so far as we have been able to learn.

San Francisco.

Schools will open for the Fall term, July 11. The Girls' High School graduated a class of seventy; the Boys' High School, sixty; the Normal class about seventy.

After a spirited contest Elisha Brooks of the Cogswell Polytechnic School, was made the unanimous choice of the Board for Principal of the Girls' High School. After July 1, Cogswell passes from

under the control of the city and returns to the management of the Trustees. Specimens of work, in the City Superintendent's office, from the John Swett Grammar School show a high order of merit. This city enjoys the high distinction of being the only city in the State where a teacher once elected is retained during good behavior, as the State law provides.

California's Educational Exhibit.

The State Committee on exhibit met in the World's Fair Commission Room, Fourth and Market streets, San Francisco, at 11 A. M., June 1. Present: C. W. Childs, Earl Barnes, Homer B. Sprague, P. M. Fisher, Chairman. Martin Kellogg, of the State University, and Will S. Monroe, of Pasadena, were detained in the southern part of the State and therefore could not be present.

Mr. Childs was elected temporary Secretary. The plan prepared by Warren Cheney was read, discussed and adopted in the main as the plan to be followed by the Committee.

The Committee were unanimous in their expression that the exhibit should be typical rather than an attempt to show what all the schools are doing.

The following action was taken:

1. That each county should have a distinct place in the exhibit and that the cities should be grouped together.
2. That in counties having no City Boards of Education the County Board should designate no more than three schools to prepare and forward to the State Committee an exhibit of *work done in the school room*. These schools should be (a) a country school of one teacher; (b) a village school; (c) a town school having, as near as may be, a teacher for each grade or year.
3. That City Boards should designate a school to represent the city; or select lines of work taken from several schools.
4. That the work be confined mainly to language, elementary science, drawing, (including modeling) and mathematics.
5. That for the county exhibit a statistical map showing area, resources, amount expended for schools, etc., be prepared; in addition, a map of the county in relief; photographs of school buildings in a frame made of wood, cones, bark, ore or grain, illustrative of the products of the county.
6. In counties having a World's Fair organization with committee on education, said committee will act instead of the County Board.

7. The Chairman was authorized to secure a room for the committee near the rooms of the State Commission.

8. Mrs. E. A. Wilson, of Oakland, was elected permanent Secretary.

9. The Chairmen, Martin Kellogg and C. W. Childs were appointed as an Executive Committee.

10. Earl Barnes and the Chairman were instructed to prepare and forward to the Superintendents and teachers of the State a circular of information.

It was suggested that persons desiring information before July 1, address the editor of the JOURNAL or any member of the Committee. After July 1, it is expected that the Committee will have an office where the Secretary may be found to answer all questions. Adjourned to meet some time in the latter part of June, at the call of the Chairman.

Complimentary.

Superintendent C. H. Keyes, of Riverside, has accepted the offer of the Presidency of Throop University, Pasadena. Recognizing that there is nothing in a name unless supported by merit, and that for years the only real university work in California will be done by the two great institutions in the northern part of the State, Professor Keyes has persuaded the Trustees of Throop to furnish him the equipment for a first-class polytechnic school, for which there is undoubtedly a field in the Southern portion of the State. He will assume charge formally at the beginning of the school year. Meanwhile he will attend the National Educational Association, and inspect schools of Eastern cities to secure the best material for his own. His friends will observe this change in his field with interest, confident that if experience, energy and executive ability insure success, Throop has an assured future. Riverside will miss him, and the public schools have sustained a distinct loss. The many friends of both will be gratified to hear that Prof. John Dickinson will be retained under the change.

Prof. Keyes will be succeeded at Riverside by Dr. Eli F. Brown, a resident of that city, who during the past year has been doing Institute work in a number of counties in the State. Dr. Brown has had many years' experience in Indiana, Pennsylvania, Ohio and Kentucky as University Professor, Institute Conductor, City Super-

intendent, and High and Normal school teacher. He is the author of a physiology series, is an easy speaker, and his long and varied experience promise success. He will have a big place to fill, but he enters it with the cordial support of his predecessor, which means much.

Teachers' Reunion.

IN HONOR OF SUPERINTENDENT WILL S. MONROE.

It was a delightful occasion; all knew it would be. All who were there were satisfied that it was. A pleasant memory; a refreshing oasis in the teachers' journey; a mile-stone on the march to the wished-for land where professional courtesy softens and ennobles companionship; a red-letter day in the teachers' life.

Superintendent Monroe had tendered his resignation in order that he might enter Stanford University for advanced study. At the close of the current school year he would leave Pasadena; the pleasant parlors at the Carleton would be to let and the teachers of Southern California would miss a haven, a generous entertainer, a leader, a friend. So they would give him a surprise and in some measure indicate their appreciation of his work and influence among them.

The place could not have been better chosen. Redondo Beach with its charming hotel, its attractive grounds, and the sparkling sea almost at the doors; a spot which once visited the eye longs to see again. A hotel with no inside rooms; clean, inviting, restful; handsome and tasteful in equipment and satisfactory in its service. The day superb. Under these conditions about ninety representative teachers and superintendents met and were called to order by E. P. Rowell, principal of the local school and master of the reception. The program was long; the speakers, appreciating the situation, were possessed of a genius for condensation. Hugh J. Baldwin, President of the State Teachers' Association, spoke first, responding to the toast of "The State Association," the opening sentence being:

"It is with great diffidence that I rise to respond to this toast, not as an individual but as a representative of that noble body of teachers of which this great commonwealth may well be proud. Well I know their feelings regarding this gathering to-day, their high esteem, their due appreciation, and their love for this eminent educational athlete, Will S. Monroe."

C. E. Hutton, Los Angeles State Normal school, on "Opportunities:"

"The wise man makes more opportunities than he finds. Great changes are made through the influence of willing hands and sympathizing hearts."

Melville Dozier of the same school on the "Influence of the Teacher:"

"You, Mr. Monroe, have chosen your vocation wisely, and judging the future from the past, your influence will always be for good."

Miss E. A. Packard of the Los Angeles High School made a sparkling speech on "The High School."

Ira Moore, Principal of the Los Angeles State Normal School, responded to the toast, "The Superintendent," by saying that of the three classes of men—those who work, those who superintend, and those who do both, Superintendent Monroe's place was among the third class.

Superintendent Freisner, of Los Angeles, delighted the teachers by a running fire of puns on the names of the speakers.

Prof. John Dickinson on the topic, "From Pennsylvania to California," said:

"When I was familiar with the literature of the vale of the Wyoming I knew the name of Will S. Monroe. I find him here with the same enthusiastic zeal. His Eastern work brought him into contact with many people of many States. You cannot drop him down behind any sage brush but he will find three or four men whom he has personally known elsewhere. After his brief sojourn here he steps on up higher, and, judging the future by the past, we shall see greater things from him yet."

The following responded to the toasts appended to their names.

Dr. A. W. Plummer, Santa Ana, "Institutes."

C. G. Baldwin, Glendora, "The College and the Private School."

Mrs. J. Powell-Rice, San Diego, "Music in the Public Schools."

P. M. Fisher, Oakland, "Educational Literature."

Superintendent C. H. Keyes, Riverside, "Professional Courtesy."

Superintendent J. P. Greeley, Santa Ana, "Reciprocity."

Superintendent Alex. E. Frye, San Bernardino, "Enthusiasm as an Educational Factor."

G. W. A. Luckey, Ontario, "Brotherly Kindness."

Mr. Rowell then read letters from Charles F. King, Manager of Summer School of Methods, Saratoga, N. Y.; Dr. Thomas M. Balliett, Springfield, Mass.; Dr. Edward Brooks, Superintendent of Schools, Philadelphia; A. E. Winship, Editor *New England Journal of Education*, Boston; Nicholas Murray Butler, President of Columbia College, New York; Edward Everett Hale, Boston; G. M. Phillips, Principal State Normal, West Chester, Penn.; Theodore B. Noss, Principal S. W. Normal, Pennsylvania; Mrs. F. McG. Martin, County Superintendent, Sonoma; Ira G. Hoitt, ex-State Superintendent; Edward T. Pierce, Principal State Normal, Chico; Earl Barnes, Stanford University; David Starr Jordan, President Leland Stanford University. The Los Angeles County Board telegraphed regrets. The response of the guest of the day was modest and evinced thorough appreciation of the good will extended to him. The assemblage then adjourned to dinner in the pleasant dining hall of the Redondo Hotel.

Resolutions of thanks were tendered to Mr. E. P. Rowell for his labors in preparing the program, and to Capt. George Ainsworth, proprietor of the hotel, for his entertainment.



J. W. ANDERSON, - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent Public Instruction

The following decisions have been rendered since the last report:

352. There can be no doubt of the fact that, no matter how many different schools there may be in any district, they all count as one. By Section 1619 of the Political Code, all schools established by a Board of Trustees must be maintained for an equal length of time; and, by Section 1859 of the Political Code, these schools must be maintained for at least six months in order to entitle the district to any apportionment of State or County funds.

353. The first day of May is not a legal holiday. See Section 10 of the Political Code.

354. By Section 1617 of the Political Code, Subdivision 2, Trustees are required to pay into the county Treasury, *all moneys* collected by them for the district, *from any source whatever*.

355. All qualified electors in a district are entitled to vote at all school elections. There is no property qualification for electors in California.

356. The office of Trustee is not an office of *profit* under the law of this State; hence, there is nothing to hinder a Postmaster from holding said office of Trustee.

357. The claim for teachers' salaries during the session of a County Teachers' Institute is a just and legal one, and must be paid. Section 1563 of the Political Code very clearly states the matter, and Trustees, as such, are responsible.

358. It is not *necessary* for holders of Educational or Life Diplomas to obtain a certificate from County or City Boards of Education; but for convenience of filing as required by Section 1696, Subdivision 1, it is *desirable* that a certificate should be obtained. This will avoid all danger of having the diplomas lost, and will be more convenient for Superintendents. If a certificate is not obtained the diploma must be filed with the Superintendent, before taking charge of a school.

359. If land has been dedicated for school purposes, and has been accepted by the district, the dedication cannot be revoked; the district can hold the land, even though the dedication and acceptance were oral or merely implied from the conduct of the parties. See *Carpenteria School District vs. Heath*, 56 Cal., 478.

OREGON SANDERS,
 Second Deputy Attorney-General.

360. When there is more than one school in any district, the schools must be maintained for at least six months to entitle the district to any apportionment of State and County funds. If the time for which the schools have been maintained is less than six months, the separate times for which school has been maintained must not be aggregated in order to make the required six months.

OREGON SANDERS,

Second Deputy Attorney-General.

361. There is no law in this State requiring a candidate for office to be a property holder. Any elector is entitled to hold office if the people think proper to elect him.

362. The party who is voted for for Trustee must be a resident, and a qualified elector in the district, except that women may be voted for for school officers if they are residents of the district and citizens of the United States and of this State.

363. According to Section 1716 of the Political Code, any resident of a school district is entitled to obtain books from the School Library upon payment of such monthly fee as may be prescribed by the Trustees. If no fee has been prescribed, residents of the district may obtain books without charge.

364. No county fund, nor any other fund apportioned to the schools, or to be apportioned, can be used for the purpose of paying railroad fare of any parties whatever. If the Trustees or Superintendents allow any such claims, they plainly violate the law, and can, and should, be held responsible.

365. Section 920 of the Political Code clearly forbids any Trustee or other officer to be interested in any contract made by themselves in connection with the schools.

366. A district cannot be deprived of its right to apportionment of funds simply because it has less than *ten* census children. It must receive its pro rata, according to the daily average attendance, of all moneys remaining after districts entitled to \$500 or \$400, respectively, have had these amounts apportioned to them.

367. Subdivision 20 of Section 1617 of the Political Code provides that "upon petition signed by a majority of the heads of families resident in the district," the Trustees "must call meetings of the qualified electors of the district for *determining* or changing the location of the school house; and the Board of Trustees shall, in all cases, be bound by the instructions of the district meeting."

I desire to call the attention of City and County Superintendents to the desirability of taking immediate steps to provide for the proper celebration of the 12th of October next. It is the intention to make the occasion a memorable one in the schools throughout the entire land; and, I trust, that the Superintendents and teachers of California will do their part in seeing that this State is not behind sister States in the character of the exercises for that day. It is designed to make it a grand gala day in all our public schools; to this end it is desirable to begin preparation for the observance of the day at as early a time as possible.

The attention of Superintendents is respectfully called to the necessity for promptness in sending in their reports of census returns. The State Controller will report to this office during the first week of July; but the apportionment of the State fund will be made on the basis of the census of 1891, inasmuch as the fund to be apportioned belongs to the present fiscal year. In making the Annual

Report, as the fund to be apportioned in July belongs to the present fiscal year, it will be difficult for Superintendents to make a correct financial statement for the present year. I see no way to obviate the difficulty, except to note on the reports the claims outstanding for teachers' salaries. These claims, I presume, can be readily obtained from the Trustees, or Boards of Education in cities.

CALIFORNIA SCHOOL ITEMS.

PRINCIPAL Connell reports 670 pupils enrolled in the Visalia schools during the year.

SIX adjoining school districts have united with Haywards to form a Union High School District. Haywards is a growing town with a bright future, and a real necessity exists for higher educational facilities in this intelligent community.

WASHINGTON, Perrin and American colonies, and Oleander in Fresno county, have organized a Union High School.

THE Watsonville High School has been accredited in the scientific course, with conditions in Physics and English, by the State University examining committee.

MENDOCINO county is agitating the question of organizing a High School. Madera, Fresno county, is also making a move for higher education. A new \$9,000 school house will be erected this summer.

MOUNTAIN VIEW district, Tulare county, will soon have a new school house. F. W. Pharriss has donated an acre of ground for a site. An era of new and better school buildings seems to have dawned upon us:

Oakland has now \$400,000 to expend for new school houses, Berkeley \$75,000, Fresno \$50,000 for new High school. Caruthers district has just voted \$6,000 bonds for a new building; Wolters, Idlewild, Riverdale, Pollasky, Los Palos, Rose-dale and Harrison school districts, in Fresno county, are all preparing for the erection of handsome buildings. Numerous other school houses will be built throughout the State during the summer.

H. C. FABER, of Tulare City, and Louis Weber, of Visalia, are the new members of the Tulare County Board of Education.

DURING the year over forty lectures on Literature, Science, Art and Psychology have been delivered before the teachers and assistants of the Golden Gate Kindergarten Association.

THE regular course of lectures of the medical department of the State University began Wednesday, June 1st, and the regular term of the Cooper Medical College opened on the same date.

MRS. PHOEBE HEARST, who has already distinguished herself as a patron of the State University, contemplates presenting that institution with a magnificently equipped gymnasium for the use of the young lady students.

BETWEEN April 22 and May 28, inclusive, Prof. Earl Barnes, of Leland Stanford, Jr., met with the teachers of Santa Cruz county for experimental study in

Educational Psychology. The meetings were held on Friday evenings at 7:30, and Saturdays at 9 A. M.

On Palomares mountain, San Diego county, as the district school in that locality was dismissed one afternoon recently, and the first scholar, a little girl, stepped out, she was attacked by a large wild-cat. She ran back screaming into the room, followed by the animal, which showed fight, and after a lively skirmish was killed with an axe by some of the larger boys.

OAKLAND.—At the annual election of teachers, June 1, a determined attempt was made to discontinue the Manual Training Department. It failed, and Mr. Gleason was re-elected to take charge at a salary of \$1,800. The salaries of the Grammar school Principals were raised uniformly from \$1,800 to \$2,100. The salary of Miss Connors, teacher of drawing in the High school, was advanced \$10 a month. The much-talked-of proposition to dismiss the married lady teachers was ignored. Madame Ferrier, teacher of German and French, about whom so much was said in connection with the teaching of Hernani, was re-elected teacher of German, Jean Grandjon being elected to teach French. Charles Biedenbach, of the Alameda High school, was elected to the Oakland High school *vice* Isaac Wright, resigned. The High school graduating class this year numbered seventy, the largest in the history of the school.

THERE is a deficit in the General school fund of Alameda city. The City Trustees have been appealed to for help. Until they respond the teachers in the Primary and Grammar grades will be paid, but the others must wait. Teachers are elected only for the half year.

BERKELEY has voted abundant money for school sites and buildings, but several troublesome annexation questions must be settled before any further action can be taken.

IN Los Angeles, teachers are elected at the pleasure of the Board, unassigned. They are informed of their election upon a printed blank having a coupon attached. The teacher signifies his acceptance by filling out the coupon and forwarding it to the Board. If this is not done within three days the place is considered vacant.

WORLD'S FAIR NOTES.

It is said that the cost of the World's Fair at Chicago will exceed the aggregate cost of the three similar expositions at London, Paris and Vienna.

WISCONSIN will have on exhibition at Chicago a sandstone monolith 107 feet long and 9 by 9 feet at the base, the longest block of single stone ever quarried. The largest of the famous monoliths of antiquity was only 105 feet long.

IN Sacramento County a paid canvasser has been placed in the field to stimulate interest in a World's Fair exhibit and to make a comparative house-to-house canvass of the county. From plans already matured Sacramento County expects to raise from \$16,000 to \$20,000 for an exhibit. This, however, will include the \$7,500 which the Supervisors are allowed by law to appropriate.

KERN County is preparing a separate exhibit of minerals for its county display in the California Building at Chicago. Several valuable specimens have already been secured.

MISS FAUSTINA BUTLER, who has charge of the wildflower exhibit for the World's Columbian Exposition, will start next week for King's river canyon, in Fresno County, where the floral season is just opening. She goes to secure some rare varieties of the lily family, and many other flowers mentioned by John Muir. Her task is to paint as many of the California wildflowers as possible, and also to have as many growing in and around the California Building at Chicago as will bloom there. She asks the assistance of flower lovers throughout the State in making her collection complete.

PROFESSOR JAMES L. LOCKWOOD, of Chicago, is in the northern counties of this State prospecting for Pacific Coast stones, minerals, fossils and curios. He is preparing a collection for the World's Columbian Exposition and is so desirous of securing rare specimens that he is offering to pay handsomely for any information for the location of valuable curios, etc.

THE State of Ohio will have at the World's Fair an exhibition of all the trees native to that State, with a cross section of a trunk, a polished slab, a portion of the bark and a slab in the rough, mounted by twigs, leaves, flowers or fruit.

COMMENTING editorially the Los Angeles *Times* uses the following pertinent words: "There is a very general impression and probably a well founded one that after the Chicago World's Fair there will be the heaviest immigration that California has seen since the days of gold. If we make anything like a proper showing at the World's Fair we may certainly look for such a result."

THE State of New York is arranging as a part of its World's Fair exhibit a relief map of the State, the dimensions of which, 42 by 34 feet, will give a scale of a mile to the inch. The map will be placed outside of the State Building. The idea is to give in relief the principal topographic features of the State, such as the Adirondacks, Hudson River, principal lakes and the Erie Canal.

A EUREKA newspaper states that a number of lumbermen in Humboldt County have entered into an agreement in which they propose to make special personal exhibits of their lumber mills and manufactures.

A RELIEF map showing San Francisco, San Mateo, Santa Clara and Santa Cruz counties, Cal., is being prepared at an expense of \$10,000 for exhibition at the Fair.

THE general tint of the World's Fair buildings will be pale ivory. Several of them, however, will show modification of that color.

LIBERIA, the negro republic, has accepted the invitation to participate in the Exposition. Forty-five nations and thirty-one colonies and provinces have now accepted, and the aggregate of their appropriations, with thirty yet to hear from, is \$4,646,895.

As evidence of the great and widespread interest abroad taken in the World's Fair it is announced that more than half of the mail now being received by the State Department at Washington is in relation to it.

Odds and Ends.

WE are fond of saying scholarship should be a requisite of the teacher—and one of the first requisites—this is well ; but when the average school-board gives to its applicants such questions as the following, is the *scholarship* of the applicant tested ? Or is the applicant forced to prove whether or not he is a well-crammed knowledge-box ?

Name the longest river in the world ; the highest mountain ; the largest city.

Name in order the Presidents of the United States ; the battles of the Revolution, etc., etc.

How deep must I make my coal bin, which is twenty-one feet long and six feet wide, in order that it may hold, when even full, 81 bushels of wheat ?

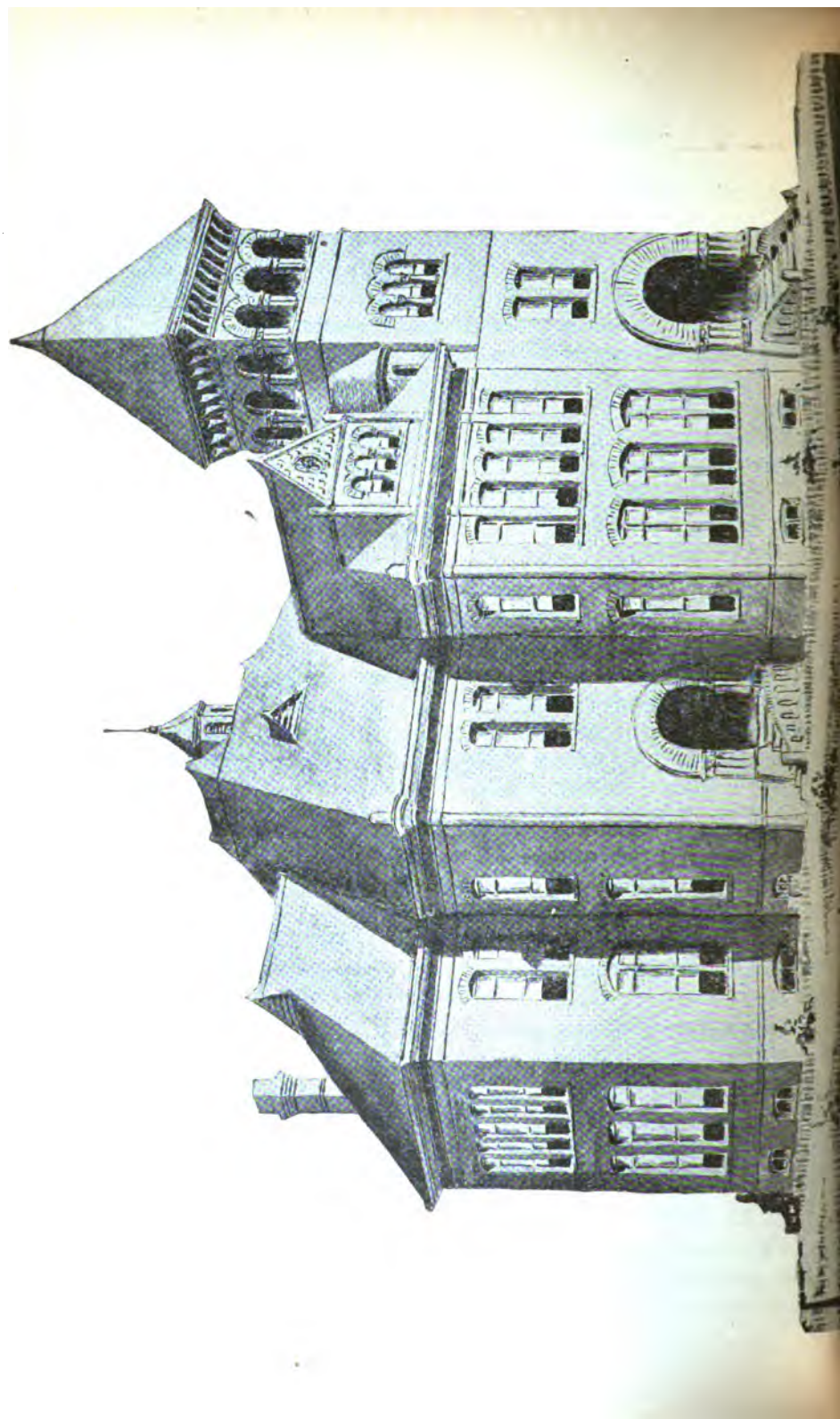
FROM the records of Yale College during the past eight years it is shown that the non-smokers were twenty per cent. taller than the smokers, twenty-five per cent. heavier, and had sixty-six per cent. more lung capacity. In the last graduating class at Amherst College, the non-smokers have gained in weight twenty-four per cent. over the smokers ; in height thirty-seven per cent. ; in chest girth forty-two per cent. ; and in lung capacity, eight and thirty-six hundredths cubic inches.—*Western Medical Reporter*.

IT WAS a joke on a certain school teacher in Pennsylvania that in October, 1887, he addressed a letter to Nathaniel Hawthorne, Salem, Mass., asking for his autograph for author's day. It was a greater joke on the postmaster at Salem that, after remaining in the postoffice the usual time, the letter was forwarded to Houghton, Mifflin & Co., with request to forward. It now hangs in the office of the latter.

"A CYNIC is a man who is tired of the world, is he not ?" the young language student asked. "No, no, my child," replied the knowing tutor. "A cynic is a man of whom the world is tired."

LITTLE Four-Year-Old—"Mamma, we had a bootiful time at school, singing, after we had said our 'a b c's.'" "What did you sing, my dear ?" "Ye Christian heroes, go for Blaine ;" and "Where, oh, where are the three blue children."

TO THE POINT.—It was a very warm day in the latter part of May ; a second grade was being examined. Question—What do you place after a question sentence ? Ans.—A *perspiration* point !



The Bakersfield School House.

We present in this number of the JOURNAL a view of the new school building at Bakersfield, from the design of B. McDougall & Son, of San Francisco and Bakersfield, architects, whose superior work calls for more than passing recognition.

The style of architecture of this imposing building tends towards the Romanesque. The material is brick, with cement trimmings and ornaments. The most striking features of the exterior are the well proportioned tower, which will be used to accommodate the bell and as an observatory, and the two massive arched entrances in the front. There are also two entrances in the rear, which open into the spacious yard, where everything has been arranged in the best manner to meet the requirements necessary to make a model school yard.

The basement is ten feet in the clear, with rooms for janitor, fuel and the hot water heater—one of the most improved systems in use, thoroughly ventilated. The entire floor is of bituminous rock, and with the abundant light and ample space may be utilized for a playground or gymnasium. To the first floor there are four entrances as noted above, so arranged as to vacate the building in case of fire, speedily and with safety. On this floor there are four large class rooms, each having two entrances from the hall—one direct, and the other leading through a hat and cloak room. Each class room is also provided with a teacher's room containing washstand.

Double stairways lead from the spacious hall and corridors of the first story to the floor above. On this floor there are also four large class rooms, each with hat and coat room and teacher's room, as below. On this floor there is also a library room.

All the plumbing and sanitary appliances, with the exception of that necessary for the wash basins and a drinking fount on each floor, are located at a safe distance from the building, thus incurring none of the dangers that may arise from sewer gas or faulty fixtures. The most careful attention has been paid to the proper ventilation of the building by the most practical methods. Each class room is provided with two register plate ventilators of the most approved pattern for the ingress of fresh air. Ventilating flues from all the rooms connect with a central shaft extending to the ventilating tower on the roof, the current in the shaft being maintained by heat supplied from the heater in the basement.

Abundant light is introduced into each room and distributed in such a manner as to cause no inconvenience or injurious effects upon the vision of either teacher or pupils.

One of the most recent and practical systems of steam heating has been introduced, each room being supplied with about one hundred feet of coil surface, the radiators being placed under windows, to aid in the ventilation. Each class room is supplied with abundant blackboard space.

In fact this building, in all its appointments, may be classed as one of the most complete school buildings in the State, and is a fitting exponent of the enterprise and intelligence of the community in which it is located. The work is nearing completion, and the building will be ready for occupancy before the opening of the next term of school.

B. McDougall & Son, whose genius has presided over this work, have had charge of many important buildings in San Diego, Bakersfield, and in and about San Francisco, where their main office is conducted by the oldest branch of the firm, under the direct management of C. C. McDougall, 330 Pine street. At Bakersfield the interests of the branch office are conducted by B. G. McDougall.

LIBRARY TABLE.

BOOKS AND MAGAZINE NOTES.

THE widely expected papers by St. George Mivart, the leading Christian evolutionist, upon the Darwinian theory, will be begun in the June number of the *Cosmopolitan*.

MAXIM, the inventor of the Maxim gun, one of the greatest of American inventors, explains in the June *Cosmopolitan* how it is possible to build without further discussion a flying machine which will travel through the air at the rate of 100 miles per hour; this without the aid of any gas.

THE *Atlantic Monthly* for June has in it a paper of great value to teachers and to all persons who are interested in one of the greatest problems of our day—the negro question. This is the article by William T. Harris, LL. D., U. S. Commissioner of Education, entitled "The Education of the Negro."

THE representative character of the *North American Review* is again indicated by the symposium which is announced for publication in the June number. One subject is, "The Harrison Administration," and the participants in the discussion are Senator Dawes of Massachusetts, Senator Dolph of Oregon, and Senator Colquitt of Georgia. Other articles are: "The Perils of Re-electing Presidents;" "The Rule of the Gold Kings;" "Modern Revolutions and Their Results;" etc.

BUSINESS BOOK-KEEPING: single and double entry. For high schools, academies and common schools. By George E. Gay, Principal of the High

school, Malden, Mass. Ready May, 1892. This book is so arranged that pupils may take a short, a medium or a full course of instruction and practice in this important art. The principles are stated fully and with the greatest clearness. The forms have been selected from those in use by the best book-keepers of Boston and New York. The examples are varied and interesting. The arrangement and treatment of the various topics are scientific. Blanks, money and merchandise will be provided.

Business Book-Keeping. Grammar school edition (single entry) now ready. Introduction price, 66 cents. Ginn & Company, Publishers.

SELECTIONS FOR MEMORIZING. For Primary, Grammar and High school grades. Compiled by Supt. Sherman Williams, Glens Falls, N. Y., and Supt. L. C. Foster, Ithaca, N. Y.

It is now commonly believed that selections should be memorized in the various grades in schools, and that the selections should be made with reference to the teaching of patriotism and good morals, as well as the committing of selections from English literature that are well worth knowing and remembering. This book aims to meet that want. It is small and inexpensive; the selections are carefully made and well graded. Ginn & Company, Publishers.

AN interesting fact, and one perhaps not generally known, is that General Alejandro Ybarra, who is in command of one of the Venezuelan armies and who is known among his countrymen as "The Schoolmaster," is the author of a very popular Method for Learning Spanish, published by D. C. Heath & Co., Boston. The book, which is highly commended by the Spanish Academy and by leading Spanish scholars, was written during General Ybarra's long residence in Boston, where he is well known in business and social circles.

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A STUDENTS' EDITION OF THE AGE OF FABLE. On the basis of Bullfinch's Age of Fable (1855). Adapted to school use and to the needs of beginners in English literature and in the classics, in part re-written; accompanied by interpretative and illustrative notes. By Charles Mills Gailey, Professor of the English Language and Literature in the University of California, and formerly Assistant-Professor of Latin in the University of Michigan. In Preparation.

A SONG OF LIFE. By Margaret Warner Morley. Handsomely and generously illustrated. A unique and charming little volume on Natural History. It treats of Flowers—Fishes—Frogs—Birds—The End and the Beginning—The World's Cradle. Large type, wide margin. A book once taken in hand you will want to read through, with constantly growing interest. Boards of Education should put it on their list. Teachers should purchase it. A. C. McClurg & Co., Chicago.

Business Notes.

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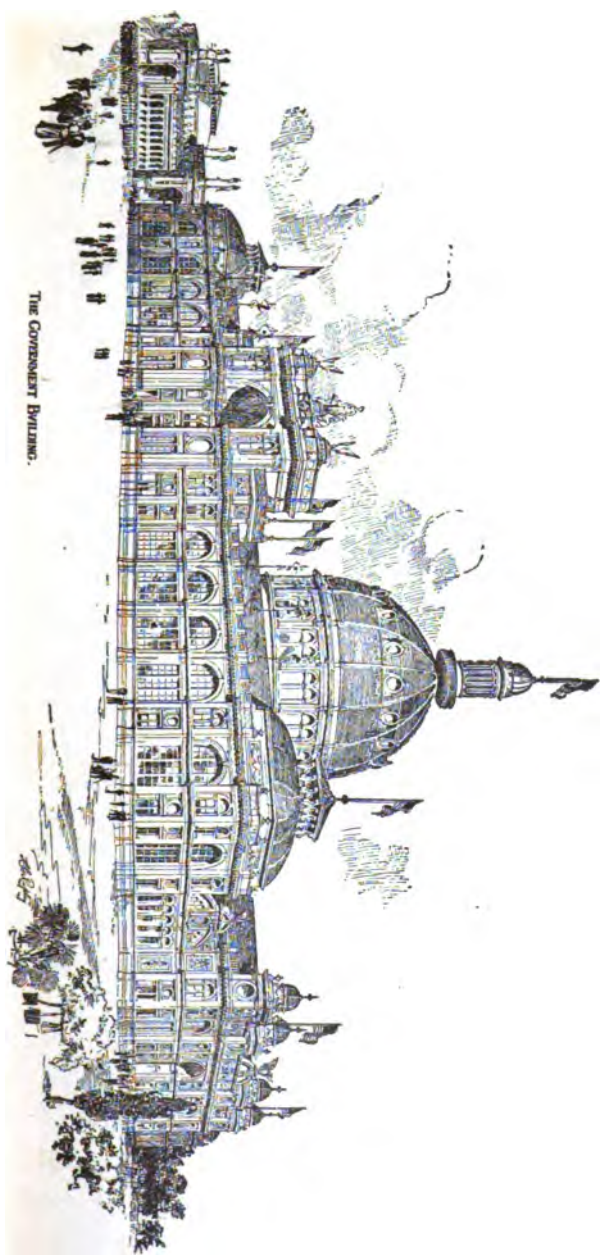
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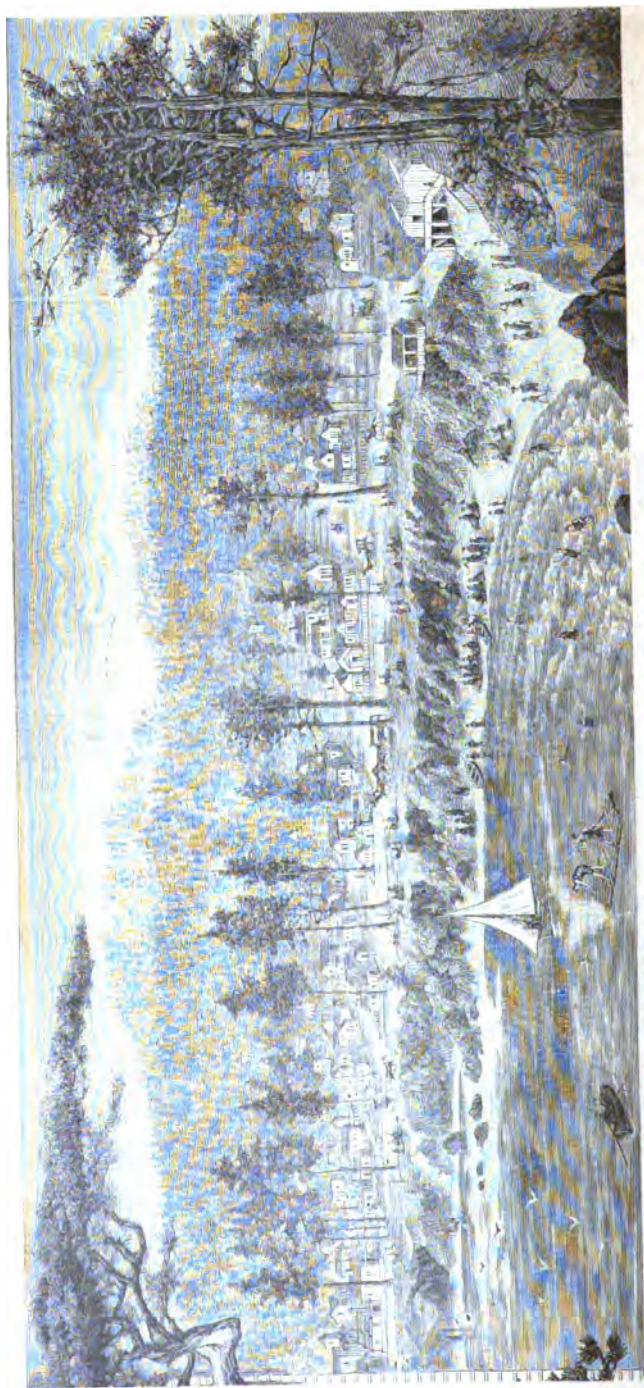
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CURRENT EDUCATIONAL THOUGHT.

WHENCE must education derive the exact knowledge which is to form the organic basis for the new round training of man? Out of the pedagogic past or present? Never! It will come out of biology and psychology. It will be the magnificent gift of science.—CLARENCE KING.

LET us not suppose that the education of the reflective faculties consists in studying metaphysics, logic, or intellectual philosophy. These can, indeed, be learned so as to make the best possible display at a school exhibition, and yet no power of thinking may be acquired thereby. It is not by committing to memory descriptions of the reflective faculties that we learn to reflect; it is by reflecting.—JAMES FREEMAN CLARKE.

THE higher education, as I view it, should have as its end and purpose the culture and development of the thinking mind. Its aim should be serious thought. These expressions, indeed—the thinking mind and serious thought—set forth what lies at the basis of all education and what is essential to the true idea of education of every degree. The proper design of all education is and must be to build up and build out the mind. All other things which may be thought of are secondary to this.—PRESIDENT TIMOTHY DWIGHT.

GRAMMAR is the analysis of mental action in the use of language; philology is the analysis of the composition of words with reference to those physical organs whereby speech is rendered vocal. The outcome of grammar is the doctrine of the parts of speech; the outcome of philology is the physical structure of words, the precision

of etymology and the doctrine of roots. We are prone to hold elementary grammar cheap, merely because it is elementary, and because it is supposed to be common knowledge; but it is, in reality, the first condition of our bringing a scientific mind to bear upon the phenomena of language.—PROF. JOHN EARLE.

IN a free country there can be but one poor man, the man without a purpose. What you have done thus far is little in itself. Your education is barely begun, and there is no one but you who can finish it. Your thoughts are but the thoughts of children; your writings but trash from the world's waste-basket, but the promise of the future is with you. You have the power and will of growth. The sunshine and rain of the 20th century will fall upon you. You will be stimulated by its breezes; you will be inspired by its spirit. And so we send you forth in hope, and not in doubt.—PRESIDENT JORDAN, to the first graduating class of L. S. J. U.

THE flaw in our educational system is the overwhelming preponderance of woman's influence in our public schools. Both male and female influences are needed for the full development of a child's nature; that girls need as much to be brought under the influence of a man's mind as to be influenced by female intellectuality. Either without the other gives one-sided results, and the education of the child is imperfect. Nature has shown the way, giving to a child both father and mother, and experience repeatedly teaches that a boy or girl brought up by either father or mother solely, lacks a something indescribable, which leaves him or her imperfectly developed.—RABBI SCHINDLER, in the *Arena* for June.

ESSENTIAL as is the work of the Grammar school in acquiring a liberal education, it has a far greater work than fitting its bright boys and girls for college. It is to fit the great masses gathered into its embrace for American citizenship. It is to take these multitudes as it finds them, of diverse nationalities and antagonistic religious faiths, sometimes from homes of ignorance and vice, where all law and restraint are hated, and where exist all forms of old world prejudice. These children are to be taken with those from our happier homes, and in our Primary and Grammar schools, where the burden of this great work very considerably rests, are to be so molded and fused into a oneness born of mutual respect that they shall be able to live together as American citizens.—CHARLES W. HILL, Bowditch School, Boston.

GENERAL DEPARTMENT.

Obscure Martyrs.

They have no place in storied page,
No rest in marbled shrine;
They are passed and gone with a perished age,
They died, and made no sign.
But work that shall find its wages yet,
And deeds that their God did not forget,
Done for their loved divine—
These were the mourners, and these shall be
The crowns of their immortality.

O seek them not where sleep the dead,
Ye shall not find their trace;
No graven stone is at their head,
No green grass hides their face;
But sad and unseen is their silent grave—
It may be the sand or deep sea wave,
Or a lonely desert place.
For they needed no prayers and no mourning bell—
They were tombed in true hearts that knew them well.

They healed sick hearts till theirs were broken,
And dried sad eyes till theirs lost light;
We shall know at last by a certain token
How they fought and fell in the fight.
Salt tears of sorrow unhehld,
Passionate cries unchronicled
And silent strifes for the right—
Angels shall court them, and earth shall sigh,
That she left her best children to battle and die.

—Edwin Arnold.

Rational Methods in Education.

BY LOU M. VIRDEN.

PART II.

Perhaps the motto "Not how much, but how well" is coming to be needed in our school work. There is so much we want taught, and the years are so few and short for teaching, our eagerness over-

reaches our judgment, and we find ourselves in danger of smattering or cramming, as the case may be. Our time each day is so full that it seems quite impossible to find any for the untaught studies that crowd to our notice and are constantly asking a place in our curriculum. But there is one thing for which I wish to make a special plea. The importance of which, it seems to me, must be recognized by every teacher who deals not with the text book but with the child, and who carries in her motives and heart not only to-day's work, but the long years through which to-day's work will stretch; and this is, that the teaching of morals and manners may have time, place, and so far as needed, text books in our public schools.

The well-worn question, "What is the object of the public school system?" receives ever the well-worn answer, "To make *good* citizens." I think it is never even varied, "To make *smart* citizens or *intelligent* citizens or *capable* citizens." There is a comprehensive meaning in the adjective *good*, which is quite lost from the others. A good citizen sums up intelligence and capability, and adds a moral quality these words do not imply. Yet, though our object is so clearly before us we seem utterly blind to our neglect of one of the prime factors required for this "good citizen." It is true, our printed instructions say morals and manners are to be taught, and our oral instructions say teach them incidentally—but that is not enough. One may succeed to a greater or less degree in establishing a moral tone in a school room by incidental work, and that is never to be neglected; but that will not reach the individual cases any more than concert counting will teach numbers. This is especially true of city schools where the grades are large and constantly changing. Shall we teach the most important thing we may teach, incidentally? All teaching is moral or immoral, we know, and any proper branch well taught is strengthening the moral nature of the child—yet even that does not cover the ground.

It is a crying need that children be educated morally—not in any sect or creed; not at all in a manner to be called religious; only that the finer part of the nature be not wholly neglected—the part that is to furnish the motive for using all they have learned in other things, and is to determine whether the knowledge attained be put to legitimate or illegitimate uses; only that our public schools teach in a *positive way* patriotism, honesty, honor, kindness, self-control, thoughtfulness for others, and above all a love for the truth.

I find a boy copying his lesson, or that he has told me a lie; I

have only time to say, "I am sorry about this. You know it is wrong," and attach a penalty if that seems the proper thing to do, and go to my next class. What more can I do with my iron-bound program announcing that already I've taken two minutes from the reading lesson to give to the boy's soul?

TWO MINUTES FOR THE BOY'S SOUL.

I always hesitate to take up a moral question before a school—and they will persist in coming up—unless I may have time to *impress* the lesson; lest in the saying, "You should not do so," the question shall seem lightly handled, the offender congratulate himself on escaping so easily, and more harm than good be done.

Speed the time when morality shall be taught as a study; when children shall be *educated* in the best sense of that word; the moral nature developed, strengthened—made, indeed, the offensive and defensive equipment to face the world when school days are over. So many children will have no other teaching in this line. In many cases the home influence will be quite the opposite. They know in an indefinite way that it is wicked to lie, or cheat, or steal, but they have no horror of it; their knowledge is not a part of themselves that will be their own safeguard. It is not enough that a teacher shows her own horror of dishonesty by punishing the copying of a lesson, but she must impart her horror to the offender. The child's standard must not be "so many checks if I'm caught, and good luck if I'm not." If we were allowed a few minutes, daily or weekly, for this training, when these things might be talked of and treated according to the best judgment of the teacher, aided by such text books as could be made useful, I believe the result would show directly in fewer arrests of boys on our streets, fewer disgraceful "dirty dozen" gangs, fewer cases for the reform school.

In some country schools this could be done; in others it would be impossible; it is quite so in the city unless provision is made for it.

Nevertheless, plans for presenting this work suggest themselves. Texts are constantly given by the occurrences of the day. Make lessons on these, discriminating most carefully on what should be made public; see the good acts and encourage them, for in this, as in all things,

"YOU MAY" AND "YOU MUST NOT."

We must teach from the "you may," rather than the "you must not" side; placing the children in imaginary dilemmas; stories, quotations; in certain cases leaving the child to determine what is right and act

upon it; testing in many ways his *ideas* of right and wrong; instructing, inspiring, teaching results; in fact, giving to this branch the same thought and ingenuity that you give to any other.

Lasting impressions may be made by illustrations, especially in the lower grades. Here is one used by a friend: She showed a handsome white silk handkerchief to the children. After it had been greatly admired she dipped her pen in ink and spattered it. The children were much distressed and lamented the ruin. Then she drew the lesson of staining their own white lives with wrong doing. Afterward with oxalic acid she removed the ink but showed them the handkerchief could never be quite so beautiful again; teaching that bad acts, even if corrected and forgiven, leave their traces.

Another illustration is one drop of ink in a glass of clear water, to teach the lesson of bad associations. One's own thought will suggest many ways in which to develop ideas of right, and set a standard before them. If this is consistently followed from kindergarten to high school, we shall have more honorable men and women; fewer men to make defaulting bank cashiers, and more to uplift our commercial and political life.

A CONSPICUOUS EVIL.

Of the manners of American children, perhaps the less said the better, but that ought not to preclude a very great deal being done. The little reverence which is characteristic of our nation seems to be in quantity, in inverse ratio to the age of the person, and in our children vanishes to a minus quantity. Were you ever so unfortunate as to sit near a bevy of very young people during a concert or half informal program? If not, may the fates continue to spare you the misery. Nothing in that line could be worse, while the loud laughing and talking of our older school children on the streets call forth most severe criticism from people unaccustomed to American children's manners, or rather want of manners. There would be something ludicrous, if it were not lamentable, in the way in which young America gives notice by getting up and leaving, that a sermon or program has reached a desired length and should end. Somehow and somewhere—at home or at school—some thorough, earnest and practical work in cultivation of manners should be given these children.

An evil whose root and remedy lie in the home, and yet whose injurious effects are felt in the school, is the pernicious habit of allowing school children to take part in public entertainments. There are occasions in connection with school work and as a part of their edu-

cation, when they are very properly brought before the public; but they should understand that *they* are the ones benefited, not the audience; that it is simply a part of their work, and not the occasion for great applause and compliment. I believe an endless amount of injury is done school children by dressing them up in fantastic attire, frizzing and curling them unmercifully, drilling them in speech or song, probably with evening rehearsals, and always with the idea before them of appearing in public; then presenting them to an adult audience to be cheered to the echo, made to re-appear, receive flowers, etc., till there is nothing sweet and simple and childlike left in them. I cannot see why our children must be dragged into every missionary concert, temperance entertainment, church social and charity benefit. I was forcibly struck by the unreasonableness of all this, one day, as I listened to the chatter of two of my little girls, neither of whom was more than eight years old. One, although not possessed of remarkable talents, had appeared in public until quite spoiled. She was asked, "Are you going to take part in the concert, Katie?" I wish I could give you the half disdainful, wholly autocratic tone of my little eight-year-old lady's answer. "Oh, I don't know. They want me to awful bad, but I don't know as I'll do it." "But why won't you?" "Oh, 'cause. I'll see about it. Maybe I will, but I don't know." It is needless to add, she appeared on the appointed evening, gorgeous in red and blue tarlatan, flowers and frizzes. I protest against this sin against childhood, yet I cannot see just how we teachers are to reach the case. A score of evils spring full grown from it—undue stimulus, unnatural craving for excitement, nervousness, jealousies, neglected school work, irregular hours, irritable tempers, injurious use of the voice, boldness, conceit, audacity, strain of mental powers and others. Why can't our children be children till their school days are over? "Ah," said an English lady to me after hearing a character song by two wee children, "I don't think you'd find two children in any of our large cities who would have the assurance to do such a thing. You have no children in America." And, indeed, children of the shy, modest violet sort are very rare in these days. Sometimes I fancy the developing method will need an antidote in a suppressing method yet to find its place in the new education.

The school and home are so interwoven that they must act and react on each other, and many evils can only be eradicated, and many good traits developed by strengthening the bonds between school and

home—by throwing our lines of influence as far as possible into the home, and receiving cordially all help we can get from the same place. Our methods must deal with child, home, parents, outside life—and school life.

Remarks Upon an Attempt to Arrange Philosophically a High School Course of Study.

BY L. D. SYLE, M. A., SUPT. OF SCHOOLS, GRASS VALLEY.

In arranging this course of study, I have been conditioned of course, by the requirements for admission to the State University. No one can deny that for the purposes of the University these requirements are excellent; but for the purposes of the High School—the People's College—they are not altogether suitable.

From the last report of the United States Commissioner of Education we learn that of the school population of the United States,

94.2 per cent. are in the Primary and Grammar Grades.

4.9 “ “ “ High School Grades.

.9 (say 1 per cent.) are in the College Grades.

In round numbers, 94 per cent. never get beyond the Grammar grades and 99 per cent. never get beyond the High School. Yet our High School courses of study are arranged to suit the 1 per cent. who get as far as this. I rejoice that our schools are thus fitting the 1 per cent. for higher work, and I wish that this 1 per cent. could be increased tenfold, but taking facts as they stand, I think that a hardship is being inflicted upon that four-fifths of our High School students, for many of whom a college education is neither possible nor desirable.

The remedy for this state of things is simple, and is being applied by some communities that have altruism enough to believe that of all social duties by which a man is bound, his duty to his children is the most sacred. In such communities—I fear they are very few—the High Schools go to the expense of offering two courses of study; one (differentiated into three or four sub-courses) for pupils fitting for college, the other for those who do not expect to go beyond the High School. Both these classes of students may profitably pursue many studies in common—such as physics, chemistry and geometry; of the fundamental principles of such subjects no educated man in this century can be ignorant. But in such subjects as history and literature,

college requirements do not give pupils who do not go beyond the High School, what they ought to have. These entrance requirements are supplemented by the work in college and thus make a course completed *there*, but upon those who never get to college they impose a scattered and fragmentary knowledge.

History and literature—whether English, Latin, French or German—should go together in the High School. A class studying the one subject should have the same teacher in the other, that the work may be properly unified. In a High School of four classes there is work enough here for two teachers.

After finishing the United States History, classes should go back and take up their history topics comparatively, and when possible chronologically, beginning with some such book as Keary's *Dawn of History*. At this time they should not be reading *Tom Brown at Oxford*, or *Scott's Lady of the Lake*—as I am sorry to say they have to in our High School now—but they should be reading *literature that will illustrate the historical epoch they are studying*. For these very early days—the infancy of humanity—there is not much original literature that High School children can be expected to get hold of, but a competent teacher with a good library can direct his classes to much that has been written *on* this epoch, and their composition work can be based upon what they read. Very early in the course should come a study of that low civilization—or to speak scientifically that middle stage of barbarism—represented by the Aztecs, the Zunis and the Peruvians—a state of society that takes us back at least to the times of Agamemnon.

Literary material for this study can be found in Winsor's *Narrative and Critical History*, in John Fiske's *Discovery of America* and in Prescott. When we get to Egypt, there is the Bible, Manetho, Herodotus, Karnak and the Pyramids; if this be not enough we have Ebers' novels and Miss Edwardes' charming books on Egypt. From the time of Homer to our own day, the only trouble is in selecting what is most interesting and important from the rich material at our disposal.

When a pupil has had three or four years of history and literature taught in this manner, he has some idea of where he stands in the world; he knows something about cause and effect, about the evolution of society and the inevitableness of natural law. He will understand why a Tennyson was not possible in the Homeric age, and why a Homer is not possible in the Tennysonian age. He will not

think that Dryden's *McFlecknoe* represents a state of society contemporary with the secession to the Mons Sacer, nor will he think that Lowell's *Sir Launfal* was a Knight of Caesar's. I have known children to get stranger ideas than these, owing to lack of connection between our history and our literature teaching. Occasionally these ideas find expression and I can correct them, but I often think that the erroneous ideas that thus see the light and are promptly scotched, may be but a small fraction of similar ones that the pupil carries away with him when he graduates. The laws of sociological evolution and the practical wisdom they teach are unknown to him; if ever called upon to be anything more than a hewer of wood and a drawer of water, his historical "training" is useless to him, and he blunders through legislative and administrative work in a way that would be disgraceful to a moderately intelligent Comanche. I see instances of this every day among men calling themselves civilized.

In the arrangement of the English literature in the accompanying course of study, I have found it impossible to meet the University requirements and to arrange the work on any philosophic plan. So I simply put the easiest work near the beginning, first clearing the ground with that scholarly little book, *Abbott's How to Parse*. By using this, I hope to repair some of the havoc wrought in the children's minds by two years' study of the idiotic *State Grammar* in the grammar grades. In the second term of the middle class I managed to work in Shakespeare's *Julius Cæsar*, to illustrate the Roman History, but this is the only place where I have really succeeded in making the history and the literature complementary, (but see *Preparatory class*, second term.) Taking the History alone, it naturally arranges itself in the order that I have laid down, and prepares the way for the study of *American Institutions (Civil Government)* in the senior year. Experience shows us that classes can read in the year more English than is laid down for them here, and a part of such time we can take for literature that illustrates the history. A few good photographs and several dozen woodcuts, we find lend interest to this work.

In the arrangement of the sciences, *Physical Geography* is placed in the first half of the first year, for many pupils leave school at the end of this year, and all the natural science work they will ever get is in the *Geology, Botany, Chemistry, Meteorology and Zoology* that are touched upon in the *Physical Geography*. *Physics* precedes *Chemistry*, of course, and the leading industry of our country, mining, will lead

us to pay special attention to Mineralogy in connection with the geology.

The year and a half given to Algebra I regret very much, but we must give this amount of time, to meet the University requirement. I should like to see the simpler algebraic processes pushed down into the seventh and eighth grades, displacing some of the arithmetic. I would then cut the High School algebra down to half a year, for I think this is all it is worth.

The elementary geometry with its accompanying drawing, should be done by the pupil before he reaches the High School. This I know only too well. But with the present low standard for teachers' certificates, it is comparatively rare to find a Grammar grade teacher who has thoroughly fitted himself or herself to do this work.

In Latin, our pupils are to begin the droll little stories, in gradation during the third month. With a good teacher we find that a beginner's class can finish Collar & Daniell's Gradation, and the second book of Cæsar in one year. *But such teachers are rare.* Were they common, such dismalities as Jones' Latin Place Composition would never have been compiled. The teacher would talk Latin to his pupils, from a very early stage in their progress, and he would give them composition work from anything in Cæsar or Cicero which they happened to be reading.

Daily calisthenics, after the Swedish system, form a regular part of our work. Distinct articulation and the use of good English we insist upon in all recitations, so we do not need to spend much time in "Declamation." During recess—to most teachers that "climbing sorrow" that will not down—our boys give us very little trouble. They are encouraged in all manly sports suitable to the school-ground, and are taught to feel that we believe them gentlemen, whose words can be relied upon. (*See tabulated Course of Study, page 301.*)

An Attack of Typewriters.

BY C. M. DRAKE.

Of course, I must get a typewriter. Do I not know that the most advanced teachers are buying typewriters, and advanced schools are teaching typewriting, and I shall get left as an old foggy if I remain ignorant of typewriters? The older we get, the harder it is to learn new ways, but I have resolved to drop my 303 Gillotts, and delight the eye of some advanced school trustee with a typewriter application for better wages.

I sent for all the catalogues of typewriters I saw advertised, and when they were all here I sat down to sift the evidence and reduce the facts to science, so that I might purchase the best possible machine for the least possible money. The result of a fortnight's intense scientific study of typewriters' catalogues and an unscientifically large half of a very very rich lemon pie for a late supper, resulted in the following fearful dream, which may or may not contain a moral. It may not be very clear to non-typewriters, but dreams are seldom very plain: It seemed as if I were a school trustee, and the various typewriters were applicants for my school; and each one, in turn and out of turn, was urging his fitness to be the teacher I should select.

"I am the one you should elect," said a staid, portly-looking typewriter. "You want a teacher of experience to manage your school, and not an untried machine. I have a Life Diploma of the highest grade, and \$100 is very little to pay for my work. I am up to all the modern improvements and my work is well known throughout the typewriting world. My recommendations, entirely unsolicited, are——"

"Don't listen to that old humbug any longer," interrupted another applicant. "Every one knows he is an old fogey, and any one will tell you that Grapite Typewrite is the modern instructor. I work on the best Normal method, and while my price is nominally the same, I will deduct 20 per cent. which you can retain as a commission."

"Arrest the scoundrel!" cried a third. "He knows it is against the law to offer a trustee money to favor him. I am Professor Striker, the best machine on record. There are more Striker-machine-teachers now being sent out of the factory than all other kinds put together. Get Professor Striker in your school and you will have things more in order. I can crowd 182 facts a minute into your children, the largest number ever attained by any machine. They will thus learn two or more years of the course of study in one, and get through with the world at an earlier age. Time is money."

"What's the use of paying \$100 for work that can be as well done for \$60," interposed another machine. "My name is U. S. Banner, and I have all the modern fads, including the University keyboard. I do just as good work as the others, I can do it in different colors at a minute's notice, and I have 81 different characters, which

is more than many teachers have. 'A penny saved is two earned,' and you can take me on trial, and if—"

"If cheapness is what trustees want you can get a typewriter as low down as a dollar, or my friend Nickle will work for \$15 and work pretty well, only he is slow. They are not what you want for your school. Neither are those other machines. They all wear dirty ribbons—they can't talk without their ribbons, but I use pads. Pads are a big improvement on ribbons. The time will soon come when you won't have a machine teacher without—"

"You leave your money at home," cried another machine. "My investments are here. My interests are yours and you should not go abroad for anything until the home supply gives out. Pay no attention to those paper certificates. My alignment is good enough and I am as cheap as the foreign article. Patronize the Home machine."

"That is provincial narrowness, my friend. If you wanted a wood-butcher to build a cow-shed, that kind of talk might do. But a teacher of immortal souls is another affair. Get the best at any cost, and I am the best. Those other machines all work by the type-bar method, and they are not good for more than a few months, when they must take a long vacation for repairs. I work by the Wheeler method and I never have a sick hour or get out of whack. Other machines have called this method slow, but psychological experiments have shown that it is capable, if any one could do it, of rattling out 14 facts per second, or 60 per cent. beyond the capacity of any other machine. Besides, when you try to teach two facts at once by the type-bar method there is a crash and a smash and damage is done, but with the Wheeler system only one fact is stamped and no harm is done. With a little adjustment I can teach Spanish, Russian, Greek or any other language, in a dozen different styles, and I have 90 good characters, more than any other machine."

"Anything that can be said in favor of my friend Wheeler can be truthfully said of me," remarked another machine. My name is Cylinder, I can teach in any language, work in any color, do anything that other first-class machines can do, and at one-half the price. I have only 81 characters, but that is enough for any teacher. I can give all my small boys a capital character with one push of my little finger, and that saves lots of time and brain work. Those other machines all get their places through agencies, and many of them want their car fare paid to the door; no agents; no middlemen, no discounts, but go direct to the school trustees, is my motto. Fifty dollars

is my price right at your door. Besides, lots of those other fellows won't work with any sized materials. A two-foot young one is as big as their machine can manage, while I take them any width and 20 yards long if necessary, and blind—"

"What utter nonsense," screamed all the other machines; and there arose such a dashing of type-bars and such a rattling of key-boards, and I was pelted with such an avalanche of letters of recommendation and high grade certificates that I—awoke.

I must certainly have a typewriter, but I will never again mix typewriters up with the larger half of a very rich lemon pie. There is a hint of a moral in the above, but I really can't tell whether it is intended for those who apply for schools, those who hire teachers, or for the typewriters. What do you think?

Childhood's Fear.—A Sketch.

BY MOLLIE E. CONNERS, HIGH SCHOOL, OAKLAND, CAL.

The data for this sketch was obtained from pupils of the High School, Oakland, California. At a certain hour one day, the regular exercises of the school were suspended, and each pupil was asked to write a short, true paper on his "Childish Fears."

The pupils were expressly told that the papers would be valuable, not for any literary ability displayed, but for simple truth contained in them. Though, as will be seen from quotations in this paper, they are valuable from a literary point of view, as showing the strength of the Anglo Saxon, the natural use which the child will make of it when describing so strong an emotion as fear.

The pupils were given about twenty minutes in which to record the dominant fears of their childhood, the papers were collected simultaneously, and from a careful reading of the same, the following results have been obtained.

There were 561 papers examined; of these sixty were thrown out as of no use in the study, because the children attributed their fears directly to undue influence, such as tales told by injudicious nurses, reading of ghost stories, etc. There were, therefore, about 500 papers examined for the following summary:

No fear at all.....56

Afraid of the dark...Boys 103
Girls 119

ANIMALS.

Snakes.....	Boys 18	Dogs.....	Boys 24
	Girls 32		Girls 17
	50		41
Spiders.....	Boys 4	Cows.....	Boys 11
	Girls 31		Girls 15
	35		26
Gobblers.....	Boys 5	Geese.....	Boys 3
	Girls 10		Girls 4
	15		7
Caterpillars.....	Boys 1	Ants.....	Boys 3
	Girls 4		Girls 4
	5		

MISCELLANEOUS.

Thunder.....	Boys 10	Chinamen.....	Boys 14
	Girls 24		Girls 14
	34		28
Colored People.....	Boys 6	Water.....	Boys 6
	Girls 12		Girls 1
	18		19
Fire.....	Boys 9	Policemen.....	Boys 10
	Girls 13		Girls 2
	22		17
Ragpickers.....	Boys 6	Kidnapers.....	Boys 9
	Girls 9		Girls 8
	15		17
Firebells.....	4	Feathers.....	8
False teeth.....	1	Death.....	5

It is a matter of congratulation that fifty-six pupils in any school can be found who have had no early childish fears, and it means a great advance along the line of education, that many pupils specially remark that they have been carefully guarded against being frightened. Yet, even these latter pupils, with all the care taken to prevent them, admit to having had strong childish fears.

Above all, common to so many, stands out clear and distinct, the "fear of the dark," and it is strange what a terrifying realistic fear it was, of something always so very indefinite. In many children it seems never to have taken any well-defined shape; they were afraid of a "something" which even their imaginations did not create.

Through it all, one is conscious of the strong sense of personal danger, the fear of personal harm, as for instance:

"Some undefined horrible thing that might fold me up in its long dark arms and carry me away."

"The stairs at night were an object of terror to me, as I imagined innumerable hands were clutching at me from below."

"A dark room was *full of terrors*, and I was always on the alert to defend myself against all kinds of imaginary monsters."

"The slightest sound in the dark would make me fairly *shiver* with fear."

"*Dread* of the dark—morally certain that there were strange men in the room, to do me personal hurt upon my making the slightest movement."

"Every nook and crevice in the recesses of the dark room had its great grasping arm ready to pounce upon all little children."

Nowhere is the strong *imaginative* element of childhood more forcibly shown than in its fears, especially in its fear of the dark, as the following quotations may show:

"I could see ugly faces all around the room, and if there happened to be any light at all, the furniture would take terrible shapes."

"When alone in a dark room I was in perfect misery—every crack of furniture had a dreadful meaning to me, and I would sit in perfect terror till some one came."

"I had a peculiar saying which I thought would appease the wrath of these monsters, and keep them from gobbling me up, as I firmly believed was their evil intention; it was 'pardon my wases.' I would say this again and again, trying to quiet my fears till I fell asleep."

"It seemed as if nothing so paralyzed me with fear as dread of the impossible spirits of darkness; what they were I could not define, but all sorts of impossible beings filled my mind."

"I used to sing to the dark, I thought my songs pleased it, and kept it from taking me away."

"This fear was a constant field of annoyance to me, haunting me wherever I traveled, and resisting all my efforts to erase it from my person. The very shadows seemed to mock me, and I would create in the numerous nooks of our house the most horrible shapes, that fascinated me beyond description."

One wonders how much the element of *color* has to do with these fears, when he reads the following:

"I was afraid of the *black* dark."

"What I most dreaded was the *blackness* of night."

"I knew it was *black*, and that was enough."

"Many an hour have I lain awake at night in fear caused by the darkness."

An element of fear may spring from the fact that one can see no boundary lines; as

"I was afraid of the *big* dark."

"Darkness bringing terror, through inability to see my surroundings."

"The awful dark I called it when a child."

And so on through papers innumerable, are found childish experiences of intense fear of the dark, often pathetically told. And the fear as frankly admitted, and as graphically described by the boys as by the girls. Indeed the question of sex seems to make very little difference in the early fears of childhood.

This may not appear true from the arithmetical summary, but the excess of girls in the school should be remembered.

Especially interesting are their descriptions of errands accomplished in the darkness—the *nerve force* with which they will go, and having accomplished the end, on their return throw judgment and prudence to the winds, and fly for protection with all speed, in a panic of terror.

Next to fear of the dark with children, seems to come fear of animals. Seventy boys and 116 girls have such a vivid memory of terrors caused by animals that they voluntarily mention them. And what would appear to be strange, they are seldom afraid of the larger animals; the question of *size* does not seem to enter into their fear. Children are early afraid of strange noises, and for that reason may be afraid of such animals as geese, setting hens, and gobblers. Indeed, one boy mentions *not* being afraid of a cow, but being horribly afraid of the picture of one, because when shown the picture his father imitated the "mooring" of the cow.

Fifty pupils acknowledged to an intense fear of snakes. This might be accounted for in the country where children are early taught to look out for snakes, but it seems rather remarkable in city children.

Four boys and thirty-one girls mention a fear of spiders—here seems to be the first sign of difference of fears in sex.

A few quotations will serve to show the general tenor of the papers.

"Snakes were the cause of my greatest fears. I was never especially afraid of their bite, and really do not know why I hated and feared them."

"Snakes would send the shivers down my back."

"Anything that *creeps* I had a great horror for."

"Any sort of a snake terrified me above all things else, and I have hardly less dread and horror of them even now."

"A wild fear of snakes."

"Of all things that struck terror to my childish heart and put me to ignominious flight, the setting hen stood first on the list."

"How often have I stopped with terror at sight of that monster, a turkey. How often have I run, almost dead with fear, to some place of refuge, at sight of one of them."

"As old as I am now, I would prefer not to meet a turkey gobbler."

"I was afraid of snow, because it seemed to look like large white spiders when it was falling. I was also afraid of spiders, and I am afraid of them to this day—the reason, I cannot say."

"Lizards were a mortal terror to me."

No doubt, many more pupils would have chronicled a fear of animals, had the question been directly asked. This might have been the case also in fears of the dark; these papers are mainly valuable because they record what must have been dominant fear, since they are so vividly remembered.

Of miscellaneous fears there were many, each a suggestive study of itself. The idea of *color* is present again in the fear of colored people, and of Chinamen.

One very remarkable fear was developed—that of *feathers*. The subject has been mentioned many times since the papers were written by the High School pupils, and many additional instances have been given, showing that the fear is not as unusual as might be imagined. Perhaps the motion, as a feather is blown about by the wind, gives it the appearance of some strange animal, and the unusual appearance causes the fear.

The following extracts from papers may prove of value:

"I remember the fright I took at anything in the shape of feathers—my mother says whenever she did not want me to follow her, she would lay a feather in the doorway, and I would be sure to keep away."

"Nothing would scare me more than to see a feather flying in the air, and under no circumstances would I touch the downy substance."

"I was afraid of the grass and feathers, because they moved in the wind."

"I can't think why it was so, but if my mother would want me to stay in my bed, she would put a piece of cotton on the floor, and I wouldn't dare to get out."

"My mother always kept a feather on top of the sewing machine, and one in each drawer, for she knew very well that I would not go near a feather. She has often told me how she found me almost in spasms with a feather duster in my lap."

"I would rather have met a half dozen ghosts in the dark than one little harmless feather. Mother had a hat which supported two large plumes, which were in my eyes terrible. I was very particular about approaching her when she wore it, for the movements of these plumes kept me constantly in terror. How I wished that a burglar would steal her hat!"

"Mamma said if she did not wish me to go outside the door, all she had to do was to put a feather in the doorway; I would not pass the feather."

"About this time (two and a half years), my uncle took a chicken feather and blew it across the floor to amuse me, and to his great surprise, I screamed and showed great fear. Long afterwards I could not bear to see a chicken feather moving."

"I was afraid of blood, water, feathers, and cotton. The last two were the most fearful to me."

"The chief object of my terror was a piece of white cotton, or a chicken feather—at the sight of either I would scream myself almost into a spasm."

The idea of *color* is present again in the fear of colored people, and Chinamen. Some boys are afraid of the policeman. One says:

"I thought he had the power of life or death."

Another remarks:

"The policeman whom I thought was for the purpose of carrying people off, without any offence on their part."

And what can be more suggestive than,

"If I saw a policeman I immediately left the spot."

The fear caused by strange noises is worthy of special attention, particularly fear caused by *sudden* loud noises—this is the case in fears caused by thunder, of which there are many. Space forbids me to quote from papers in regard to fears of firebells, ferry boat whistles, etc., but they are extremely interesting.

Children of highly imaginative temperaments develop peculiar fears, curiously interesting. It is to be regretted that so few of them can be mentioned, but these few may serve to show odd lines of thought, and the individualism so strongly marked in childhood:

a. "There was one thing that always sent a shudder of terror through my frame, and that was a house being moved down the street; the unnatural appearance it presented always sent me flying up stairs to the darkest corner of the room, where I rested until the horrible sight was past."

b. "I have always been accustomed to hear medical conversations, and when I was very young the long words used to frighten me. This is all I feared habitually."

c. "I was afraid of the cracks in a sidewalk, and always had to be carried across."

d. From my earliest childhood it was always my idea that we lived in the inside of the earth, and that another nation lived on the outside, and so great was my fear when it thundered that I would run and hide for hours, thinking that the inhabitants of the outside of the earth were rolling barrels over it, and that the barrels might fall through and crush our house."

e. "I imagined that if I touched an umbrella it might carry me up into the air, and take me behind the clouds."

f. "I had a great fear of a large building. I imagined this building was a weasel, and that it was closely connected with the song, 'Pop goes the weasel. When I caught sight of the building, I would shriek and sob almost by the hour. I cannot account for the peculiar fear, in any way.'"

g. "When it thundered I thought it was God riding in a wagon over the clouds."

h. "I was afraid to go too far from home, for fear that I might come to the end of the world, and then fall off the earth."

"In going by a barber's shop, I was frightened to utter speechlessness by the sight of the customers covered with lather, the barber standing over them with a razor.

"I was afraid of a certain phantom of my own imagination which I called 'family.'"

"My mother tells me that I was always afraid of being 'tended to;' what sort of a monster that was I do not know, but nevertheless, I was afraid."

One boy says that when he was first conscious of the humming of the telegraph wire, he ran to his mother in a panic, shouting, "*I heard a hear.*"

It is a matter of wonder that so few children show any fear of death; they may wonder at it, but they do not fear it.

Any generalizations in regard to the data furnished, to be effective, ought to be made by a psychologist, explanations for many apparently inexplicable things, lying within the province of psychology. Still, some results seem to be apparent; children are afraid of things when they can have had no personal experience leading to the fear, in fact the range of instinctive fears will be found to be much larger than it is generally supposed to be.

In order to fully appreciate or understand it, a study of the evolution of the race ought to be made; early race experiences would show that the dark, snakes, and feathered things were sources of danger to children, and as such created intense fear.

It is, perhaps, race traditions in various forms, which has made the *mysterious* such a source of fear, a fear which has the curious characteristics of vagueness, as regards the cause, but of intensity, as regards the emotional effect.

One cannot fail to be especially impressed with the wonderful strength of the child imagination, and to marvel much that it is not a powerful factor in all systems for early child training.

In reading over these simple extracts, each with its sharply drawn picture of inner child life, one comes strongly to realize that he stands only on the borderland of the child-world—a world of narrow limitations perhaps, but with fears, fancies, joys, peculiarly its own. And sadly, too, he feels, that though they may not know it, to his best friends, the little child is a stranger.

Indeed, this whole subject of childish fears, as well as many subjects of a similar character, will serve to teach us one thing, to go, (as good historians tell us we must go), to the sources for our material.

The laboratory work of to-day deals with things themselves, and so may many child-studies be made from the child himself, as well as from studies made of him by others. No field is more worthy of attention; in none will the results to the human race be greater; for how can a nation be reached more nobly or more truly than through its children. In conclusion, it must be remembered that this paper is simply a sketch; a psychologist would find the data from which it was drawn, worthy of his most careful study.

The Spelling Match.

They'd all sat down but Bess and me,
I surely thought I'd win.
To lose on such an easy word,
It was a shame and sin!
We spelled the longest in the book,
The hardest ones, right through,
"Xylography," and "pachyderm,"
And "gneiss" and "phthisic," too.
I spelled "immaleability,"
"Pneumonia,"—it was fun!
"Phlebotomy" and "zoöphite,"
Each long and curious one.
Then teacher gave a right queer smile
When Bess spelled "aquarelle"
And backward quick she turned the leaves
And then she gave out "spell."

I'm sure I never stopped to think
About the "double l,"
It seemed like such an easy word;
But one can never tell.
"S-p-e-l," I spelled it—
And how they all did laugh!
The teacher said, "I think, my dear,
Too easy 'twas, by half."

Now Bessie was not proud nor mean,
She said: "No wonder, Jane;
For we were thinking of big words,
You'd spell it right again."
I'm glad that it was Bess who won,
And not those others. Well!
If I did miss one little word,
I showed that I could spell.

—Alice M. Ewell, in *July St. Nicholas*.

METHODS AND AIDS.

An Arithmetic Match.

BY ELLA M. POWERS, MILFORD, N. H.

The arithmetic recitations are found to partake of a sameness with many teachers. Many devices are sought, by which the recitations may be varied and the interest and enthusiasm of the pupils be promoted.

An arithmetic match can easily be formed, and will stimulate the pupils to do accurate and swift work.

For an illustration, let a boy and girl choose sides; if the class numbers twelve, we shall have six on each side, when James and Mary have chosen. Let them occupy seats opposite each other, with their paper and pencils, or slates, as the case may be.

The teacher then reads them an example, and limits them in regard to time for its solution. At the expiration of the time she calls for the answers on James' side, then on Mary's. Then telling them the correct answer, she turns to the black-board and credits each side with the number of correct answers. It may be James has four on his side that were correct and Mary five, so on the board is written: "James 4; Mary 5."

A second example is given, and the result this time is found to be, James four, and Mary three; and the teacher will then write:

James $4+4$ 4

Mary $5+3$

Now, there is cause for excitement and interest, for the sides are even, and this contest will be decided by one more trial. Determination and concentration are written on faces where those qualities are rarely seen.

After the third example is given the result is found to be:

James $4+4+5$

Mary $5+3+4$

The victorious side have more interesting expressions on their faces than they have had before for many a long day, and resolve to

gain the victory again some day. The girls resolve they will not be beaten again.

Be careful that the examples given are not too difficult.

An original teacher will see that this same plan can be very successfully carried out in the reading class, the geography and history recitation. It may occupy many minutes or only a few minutes.

The old pedagogue's adage, "One thing at a time, but many things in an hour," when practiced, will be found true and helpful by the wide-awake teacher.—*Popular Educator*.

Tact.

Tact is the executive officer of all the other faculties of the soul; it regulates the will. Stubbornness is simply a lack of tact. Tact gives its possessor clear insight and quick perception. It comes not directly in opposition to pupils, but "by indirection finds direction out." But should the case demand it, its possessor, like the Irish schoolmaster, gives his pupils to understand, that I am *he*, and beside me there is none other. Tact seeks to occasion the pupil's mental activity, but does not attempt to compel it. Tact looks beyond present results; it peers into the future. Present results are important, but final outcomes are far more so. Tact sees that which is best in the long run.

Little Miss Maud annoyed her teacher by whispering, and was bidden stand on the floor until she promised to refrain from it. After an hour had passed she was asked to make the promise, but she refused. Another hour passed, but she again refused. Noon came, but she still held out. Fifteen minutes before one o'clock she gave the promise, and was set at liberty. In the meantime, the child's parents, hearing of the circumstance, visit the Board and Superintendent, and an investigation follows. It is true, the child was taught a lesson she will never forget, but the lesson could have been taught by other means, with far less trouble to the teacher.

Tact never challenges the pupil's false ideas of manhood and womanhood. A code of rules detailing pupils' conduct in school prompts them to do wrong. The boy or girl with a strong individuality immediately confronts "thou shalt not" with "I will." Nail a board upon the public highway, and write upon it "Do not throw stones at this board," and it will be knocked down before night.

Tact requires that regulations should grow out of the nature of the circumstances, and should be adopted by the pupils through an appeal to their sense of right.

Charles had a bad habit of writing notes in school. His teacher, Miss A., intercepted one and put it in the stove, and then privately said to him that she did not care why he wrote or what he wrote about, but he was disturbing those who wished to study, which he had no right to do; she did not see how he could mean to annoy her after she had done so much for him. The boy confessed himself thoughtless, and promised, without being asked, to do better in the future, which he did. The next term Charles had a new teacher, Miss B., and after a few days the boy began his old habit. The teacher captured one of the notes, read it, and ridiculed it before the school, and succeeded in arousing every particle of antagonism the boy was capable of possessing. Then she asked him if he was not sorry for what he had done, and he made a very ugly reply to her. Miss B., feeling she must maintain her authority and dignity in the school, gave Charles a choice of two things; to apologize before the school, or to take his books and go home. He chose the latter. The Board being notified, and feeling it their duty to sustain the teacher, decided that Charles should apologize on his return to school. After a few days the boy returned and went through the form required. He felt he had been wronged, and took but little interest in school afterwards. He did not engage in open rebellion against his teacher, but he never lost an opportunity to make things unpleasant for her.

One of these teachers possessed tact; the other had none. The one got the good-will and co-operation of the boy; the other got his hatred and antagonism. The one succeeded in reformation; the other made matters worse.

Little Henry disobeyed his teacher. Knowing the family was prejudiced against negroes, she bid the boy sit with the colored boy, to punish him. The little fellow refused, but he was forced to do as he was bidden. The father, learning of the circumstance, said some very hard things about the teacher. Clearly this teacher lacked tact; not because she failed to respect the prejudice of the father, but because she failed to respect the feelings of the colored boy. What right had she to draw the color line? What right had she to punish the innocent for the guilty? How vexed the colored boy must have felt under the circumstances.—C. M. LIGHT, in *Western School Journal*.

Grass Valley High School.

Course of Study, arranged to prepare pupils for admission to the University of California in the following Courses: *Letters and Political Science, Agriculture, Mechanics, Mining, Civil Engineering, Chemistry and Literature.* (The Ninth Grade means the work of the ninth year.)

GRADE.	TERM.	STUDIES AND TEXT-BOOKS.
IX PREPARATORY CLASS	1	<i>English.</i> Abbott's How to Please. Whittier's Snow Bound. <i>Arithmetic and Bookkeeping.</i> State Arithmetic, pp. 221-237. Childs or Bryant & Stratton for reference. <i>History.</i> Finish and review U. S. History, giving especial attention to the Constitution. <i>Physical Geography.</i> Appleton.
	2	<i>English.</i> Tom Brown at Rugby. Scott's Lady of the Lake. <i>History.</i> Guest & Underwood's English History. <i>Geometry.</i> Hill's Lessons. State Arithmetic, pp. 237-257. { <i>Botany.</i> Rotten's California Flora. Gray's How Plants Grow. or <i>Latin.</i> Collar & Daniell's Terminus's Leck. <i>Geodesim.</i>
X JUNIOR CLASS.	1	<i>English.</i> Scott's Lay of the Last Minstrel. Irving's Alhambra. <i>Algebra.</i> Wentworth. <i>Physics.</i> Gage. { <i>Entomology.</i> Cook (for reference) and <i>Extra Laboratory Work in Physics.</i> or <i>Latin.</i> Caesar, Book II. Finish Collar & Daniell.
	2	<i>English.</i> Lowell's Sir Launfal. Addison's Coverley Papers. Shakespeare's Merchant of Venice. <i>Algebra.</i> Finish Wentworth. <i>Physics.</i> Finish Gage. { <i>Zoology.</i> (Colton) and <i>Extra Laboratory Work in Physics.</i> or <i>Latin.</i> Caesar, Books I, III, IV.
XI MIDDLE CLASS.	1	<i>English.</i> Hales' Longer English Poems. <i>Plane Geometry.</i> Wentworth. <i>History.</i> Myers' Ancient History to Vol. I, p. 369. { <i>Chemistry.</i> Eliot & Storer. or <i>Latin.</i> Cicero; Three Orations.
	2	<i>English.</i> Finish Hales. Shakespeare's Julius Caesar. <i>Plane Geometry.</i> Finish Wentworth. <i>History.</i> Myers' Mediæval and Roman History; finish Vol. I; Vol. II to p. 136. { <i>Chemistry.</i> Finish Eliot & Storer. or <i>Latin.</i> Cicero; Three Orations.
XII SENIOR CLASS.	1	<i>English.</i> Thackeray's Newcomes. <i>Solid Geometry.</i> Wentworth. <i>History.</i> Finish Myers. { <i>Geology.</i> (Leconte) with Especial Reference to Mineralogy. or <i>Vergil.</i> Æneid; Books II and III.
	2	<i>English.</i> Milton's Comus. Burke; Three Orations. <i>Higher Algebra.</i> Wentworth. <i>Civil Government.</i> Fiske. { <i>Trigonometry.</i> Clarke. or <i>Vergil.</i> Æneid; Books I, IV, VI.

Theme Work, throughout the course, in connection with History and English.
Drawing, throughout the course, under the direction of the Special Teacher.

Helps for Primary Teachers—The Ear.

Never pick your ears with anything but your elbow.

Never put warm water into the ear to cure the earache.

To strike or box a child's ears is to prove yourself very little above the barbarian.

What you call your ears are only pieces of gristle so curved as to catch the sounds and pass them along to the true ears. These are deeper in the head where the nerve of hearing is waiting to send an account of each sound to the brain. The ear nerve is in less danger than that of the eye. Careless children sometimes put pins into their ears and so break the "drum." That is a very bad thing to do. Use only a soft towel in washing your ears. You should never put anything hard or sharp into them.

I must tell you a short ear story about my father when he was a small boy: One day, when playing on the floor, he laid his ear to the crack of the door, to feel the wind blow into it. He was so young that he did not know it was wrong; but the next day he had the earache severely. Although he lived to be an old man, he often had the earache. He thought it began from the time the wind blew into his ear from under the door.—*Pathfinder, No. 1.*

Device for Events and Dates in History.

FROM THE TOMPKINS SCHOOL, OAKLAND, CHAS. E. MARKHAM,
PRINCIPAL.

KEY WORD OF THE REVOLUTION.

1775.....	L—exington.
1776.....	I—ndependence.
1777.....	B—urgoyne.
1778.....	E—vacuation.
1779.....	R—etribution.
1780.....	T—reason.
1781.....	Y—orktown.

KEY WORDS TO CIVIL WAR.

S—ecession.....	1860
I—ncoln Inaugurated.....	1861
A—ntietam.....	1862
V—icksburg.....	1863
E—arly's Raid.....	1864
S—urrender of Lee.....	1865
F—reedman's Bureau.....	1866
R—econstruction.....	1867
E—lection of Grant.....	1868
E—lective Franchise.....	1869

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

California's Educational Exhibit at the World's Fair.

The following matters pertaining to our Educational Exhibit will be of general interest to Superintendents, Trustees, and Teachers:

*To the California World's Fair Commissioners,
Flood Building, San Francisco.*

GENTLEMEN:—The State Committee on Educational Exhibit at Chicago have organized, and outlined their work. They purpose, by associating with them the various County and City Boards of Education throughout the State, to present such a pictorial view of the work of the schools as shall be at once a source of information to the educational student, and inquirer after our conditions and resources, and also a credit to our great Commonwealth. In this exhibit it is proposed to place the cities in a group; to arrange the counties about a central booth representing the State Department, giving each county a distinct space, proportioned somewhat to its school population, and by this arrangement preserving the unity of the State. The exhibit shall represent the schools, public and private, and under the head of public, the executive, illustrative, accessory and training departments. The 3,000 school clerks, and the seventy-five county and city Superintendents have been notified of the action of the Committee through the columns of the PACIFIC EDUCATIONAL JOURNAL, the official organ of the Department of Public Instruction of California. At the opening of the school term in July, it is confidently expected that school officers and teachers will address themselves to the preparation of the material for the exhibit. At that time the Committee should have an office with a Secretary in charge to meet teachers, and attend to the numberless queries, and give the assistance demanded by the situation. After a careful canvass the Committee agreed that the sum of \$6,000 would be required to make this department of the State Exhibit the success its importance demands, and they respectfully unite in requesting that you give the matter your early and earnest attention. As to space, no estimate could as yet be made because of the uncertainty surrounding the action of the Directors of the Fair, upon the plans submitted by you. Now that this has been definitely settled, it will be in order to suggest that as much space (in the gallery) be reserved as possible, say not less than 200 running feet of wall space, with as much depth as can be had. The Committee appointed an Executive Committee of three, President Kellogg, of the State University, Principal Childs, of the San Jose State Normal School, and P. M. Fisher, Editor and Manager of the PACIFIC EDUCATIONAL JOURNAL, who will be ready to confer with you at any time you may indicate.

On behalf of the Committee,

P. M. FISHER, Chairman.

On the following day, Professor Martin Kellogg, acting President, and General Houghton, of the Board of Regents of the State University, with Mr. Fisher, appeared before the Commission in the same interest. General Houghton stated that the Board of Regents had manifested a desire to appropriate from the University Funds the generous sum of \$5,000, to properly represent that institution at Chicago. The matter being submitted to the attorneys of the Board, the opinion was given that such an appropriation could not be lawfully made. Therefore, if any financial assistance was to be had, they were compelled to come to the Commission.

Each of the other gentlemen made a strong appeal, and the following further statement was submitted:

To the California World's Fair Commission:

GENTLEMEN—As Chairman of the Committee on Educational Exhibit from California, at the World's Fair, I would respectfully report to you the result of the deliberations of the Committee as to the probable cost of an adequate and creditable exhibit. The thought before the Committee was such a representation of the character and scope of our schools as would show, even to the most sparsely populated districts remote from the centers of trade and wealth, the thoroughness and efficiency of the provision for the education of the youth of our Commonwealth. The Committee believe that the rural schools of California are the most thoroughly organized, and most amply supplied with funds, and the accessories of libraries and apparatus, of any in the United States.

As a result, the opportunities afforded to residents, and offered to intending settlers, are of the best found anywhere.

The desire of the Committee is to show this. To do so, they must be as generously provided with means as the schools are themselves. The mineral resources of California have been known to the world for more than forty years. Her grain fields, and latterly her orchard and vineyard wealth, have arrested the attention and challenged the wonder of the nations of civilization. The generous provision for the education of her youth, which has more than kept pace with her material prosperity, has just been hinted at. An opportunity is now afforded to convince the older sections of the Union, and indeed all visitors to the great Fair, that the California school system is as efficient as it is unique.

We believe that such an exhibit, representing not a favored district, but the people of a great State, will not be the least of the attractions the California Building will offer, and will at once, and for all time, settle the suspicion that yet obtains that we are a frontier State, with institutions that are inadequate, and customs still strongly marked by the conditions of '49. The Committee is aware that the work of the preparation of this exhibit will grow in proportions as they proceed with it; that expenses may outrun first estimates. They have, therefore, left a margin within which they believe the work can be well done. They ask for no more than they will need. They have the confidence to believe you will not be willing to grant them less.

[Then followed a list of items, including office rent, Secretary in charge, extra help, unpacking and repacking, preparation of booth and racks at Chicago, printing and stationery, material, necessary travelling expenses, care of exhibit at Chicago, etc., aggregating in cost, \$6,000.]

Signed: P. M. FISHER,
Chairman.

On behalf of—

MARTIN KELLOGG,
C. W. CHILDS,
F. M. CAMPBELL,
HOMER B. SPRAGUE,
EARL BARNES,
WILL S. MONROE,
J. MCDADE,
Committee.

AN APPROPRIATION SECURED.

June 22d, the following communication was received:

SAN FRANCISCO, June 22, 1892.

P. M. FISHER, ESQ.,
Oakland, Cal.

DEAR SIR:—I desire to inform you that at the meeting of the Commission on June 17th, the sum of \$5,000, or as much thereof as may be required, was set aside for the purpose of making an Educational Exhibit.

I would also state that I was also authorized later by the Commission to place at your disposal, desk room, in one of the rooms on this floor, (4th), in this Building.

Yours truly,

THOS. H. THOMPSON,
Secretary.

Communications in this interest should be addressed, "World's Fair Educational Exhibit, Flood Building, Fourth and Market Streets, San Francisco."

A Secretary will be present each Saturday, on and after July 16th, and such other days in the week as may hereafter be agreed upon.

FOR permanency of place, the teachers of the town of Santa Clara are to be congratulated. John Manzer has been Principal twelve years. His associate teachers report service by months as follows: 70, 190, 70, 150, 120, 30, 50, 70, 40, 10.

The Board has the reputation of working for the interests of the schools, and are practically unanimous in their action. Superintendent Chipman says there is not a poor teacher in the corps.

SEND revised lists of clerks to the JOURNAL as soon as possible.

IN spite of the precautions taken by printed direction upon the wrapper, complaints still come from teachers that clerks do not send the JOURNAL to school. Will the derelict clerks make a note of this, and, *after reading it themselves*, pass it over the teacher to be read by him, and placed in the library.

NORMAL SCHOOLS AND THE UNIVERSITIES.

San Jose Normal School.

NOTES, GRADUATION EXERCISES, ETC.

A change in the line of work for the morning exercises was mentioned some time ago. Many different programs have been carried out, but none have proved more interesting than one during "Flag Week." The whole school, with the exception of the battalion, assembled on the grounds in front of the building to witness the presentation to Company B of a beautiful silk flag, the gift of Mrs. Lorentzen. The company has for some time owned a flag-staff, presented by Col. Shakespeare, of San Mateo. The battalion formed on the south side of the building, with Company A on the right, Companies B and F in the center, and Company C on the left; then marched in review in columns of platoons, forming in companies in front of the building. Miss Abbie Lorentzen then addressed Company B, presenting the flag in behalf of her mother. Captain Macbeth received the flag with a few appropriate words, after which the battalion saluted the colors, and the school sang "The Star Spangled Banner." Col. Hirsey, President of the Board of Trustees, then gave a history of the flag which has cost the country so much to keep intact. The battalion was then dismissed, and school duties were begun.

Another enjoyable program was given to commemorate the Battle of Bunker Hill. The hall was decorated with flags and flowers in honor of the occasion, and a map of Boston and vicinity was drawn on the black-board. Members of Company B gave interesting descriptions of the battle, using the map as a means of illustration. A vocal solo, "The Sword of Bunker Hill," rendered by one of the pupils, closed the exercises.

Since the regular reading of the Bible has been dispensed with, we have had but one "Bible Morning." After a selection from the Bible had been read by the Principal, the Lord's Prayer was chanted

by the school. A history of the Bible, as it has come down to us, was given by a member of the Faculty, and the program was concluded by a quartette, "My Mother's Bible."

Still another subject taken up in this line of work is Temperance. The topics discussed were, "Nicotine and its Effects," and the "Temperance Work in the Catholic Church." Quotations were given by members of the Senior Class, and appropriate temperance songs were sung.

The graduating exercises on the morning of June 24th, were short but interesting. The program opened with a chorus by the school, followed by the presentation of diplomas to over seventy pupils. After a quartette had been sung, Professor Martin Kellogg, President of the State University, addressed the graduating class, leaving with us many inspiring words.

Another chorus was sung by the school, and then Professor Childs made a short speech to the visitors present, and, in the name of the Faculty, bade farewell to the members of the graduating class. Principal Childs spoke of the school, the work accomplished, and the money expended in this city. He then talked of the need of further improving the grounds, and explained that the cost of keeping the park in its present condition exceeded by three-fold the amount allowed by the State. He hoped that the citizens of San Jose would lend a helping hand in this work, and pictured the prospects of the erection of a High School, Public Library, Art and Technical buildings, to adorn the four corners of the grounds. He also told why the Training Department building had been erected of wood, instead of brick. The latter would have cost \$60,000, and the Legislature appropriated only \$37,000. The building will be completed in September, and will be one of the finest Training School buildings in the United States.

He hoped in the near future to see a kindergarten department added to the school. He said that in view of the large classes that annually are graduated from the school at San Jose and elsewhere, there seems to be an impression in the public mind that the State will soon become glutted with teachers. Some information that has recently been received by the speaker from State Superintendent Anderson, however, proves that this idea is entirely erroneous. It is certain from investigations that have been made in this direction that the loss in the ranks of teachers by marriages alone is not more than made up from year to year by graduating classes at San Jose and the

Normal Schools in Los Angeles and Chico. The average term of service by young lady teachers before marriage is seven years. Many suppose that the charming young lady graduates do not remain in the ranks of teachers more than two or three years before marriage, but if this were the case, the annual output of the Normal Schools would not half make up the inroads caused by matrimonial alliances. Principal Childs called attention to the fact that nearly one-half of the present large class of graduates have already secured schools, although the next school year does not open till September. The concluding feature of the program was the class-song, which embodies the motto of the class, "Live up to the best that is in you." The verses were composed by Miss Laura B. Everett, and were set to music by Professor J. H. Elwood.

CLASS-SONG.

"Thro'out our whole lives may this tho't, like a song,
 In its truth and its helpfulness win us,
 To reaching the highest in going along,
 Living up to the best that is in us.
 Up to our highest each day, every day,
 Tho' toilsome, and tiresome, and weary the way,
 But still growing upward, we finally may,
 Make our lives show the best that is in us.

CHO—Live up to the highest the heart may hold,
 To the highest in work or rest;
 To the true ideals that the tho'ts unfold,
 Live up to the highest and best.

Oh, why should we sing you a farewell song,
 As if ties of our school life must sever?
 When teaching in schools of our own, we belong
 To the Normal more fully than ever.
 It is ours to make plain that the Normal is just,
 In sending us outward as worthy of trust;
 Our fitness for work, our willingness must
 Be approved by our earnest endeavor.

CHO—We feel no mere gladness that lessons are done,
 And in all our enjoyment comes o'er us
 The tho't that the battles not easily won,
 Have prepared us for duties before us.
 In looking backward, our class agrees
 That every past discouragement flees;
 Thinking of benefits, rather than C's,
 We thank our teachers in grateful chorus."

The exercises throughout the day were remarkable for their simplicity. There were no long speeches, no extended list of essays. The singing by the class showed excellent training.

In the evening of the same day a brilliant reception was given to the friends of the graduates. The Assembly Hall was beautifully decorated, and as many of the seats had been removed, it made a pleasant reception room. The program consisted of music, both instrumental and vocal, given by the talent of San Jose. At the close of the entertainment, the class of June, '92, held their last class-meeting. A re-union has been planned for June, 1893. The graduates were as follows:

FORTY-SECOND CLASS, JUNE, 1892.

Armstrong, Ethelywn J.	Graham, Jennie F.	Overacker, Carrie M.
Ayres, L. Hortense	Grubbs, Josie M.	Peet, Florita L.
Bickerstaff, Jennie	Gwartney, Bettie	Peterson, Laura A.
Biggerstaff, E. Kate	Haggerty, Kate	Philippi, Blanche R.
Boyce, Elma S.	Hall, Pearl W.	Porter, Maud E.
Boyce, Sylvia H.	Hart, Bertha J.	Poston, Evala A.
Breyfogle, Lilian R.	Hartley, Victorine	Preston, James T.
Brooks, Micager E.	Hickman, Laura I.	Purinton, Lucy E.
Burns, Juliette A.	Howard, Emma G.	Pearce, Louisa
Carlson, Eleanor A.	Howie, Leona C.	Rucklidge, Annie
Carr, Carrie J.	January, Susie A.	Sawyer, Elva B.
Cogswell, Florence E.	Jones, Laura B.	Schneider, Eva R.
Cohn, Sam H.	Katelson, Clara E. W.	Schroeder, Minnie A.
Coleman, Carrie A.	Langdon, William H.	Secrest, Florine
Conner, Lizzie G.	Leach, Edith B.	Starkweather, Blanche
Cox, M. Ruth	Lorentzen, Abbie E.	Stone, Maud C.
Carnes, Eva W.	Lessard, Catharine C.	Smith, Bertha D.
Cross, Eliza	Linehan, Kate G.	Thomas, Irene E.
Denney, Addie E.	Macbeth, Frank D.	Thomas, Tillie S.
Edgar, George A.	Maguire, Mary C.	Torpey, Mamie C.
Emery, Blanche A.	McAfee, Flora	Townsend, Catha M.
Everett, Laura B.	Moran, Margaret	Walter, A. Estelle
Fountain, Alice M.	Myers, Kittie S.	Ware, Jennie M. O.
Gaddis, Cyrus J.	Nangle, Lena K.	Washington, Julia J.
Geis, Helen D.	Newcomer, H. Bessie	Williams, Annie M.
Gibbons, Jennie	Oneal, Emma J.	Wilson, Florence
Greenlaw, Jessie S.		

Total.....79

Chico State Normal School.

The exercises of commencement week began Friday evening, June 10, with the joint meeting of the Alpha and Adelpian Literary Societies. The program was well rendered throughout.

Saturday evening, June 11, the Principal's reception to the Senior Class, the Alumni, the Faculty, and the Trustees of the School,

was held in the Normal building. To say that it was a very enjoyable affair in every respect, does not do it justice, as those who were in attendance can testify.

Sunday evening, June 12th, the Baccalaureate Sermon was delivered by Rev. J. W. Kelsey of Willows, to a large and appreciative audience. His theme, "Man, the Product of His Thought," was ably handled, eliciting much favorable comment.

Thursday, June 16, at 10 A. M., the Commencement exercises proper took place in Normal Hall, which was crowded to its utmost capacity. The essays were well read, and the music well rendered. P. M. Fisher, editor of the PACIFIC EDUCATIONAL JOURNAL, in a short, pithy address, gave advice, well seasoned with humor, which was evidently enjoyed by the class and the audience. This class, numbering twenty-four, is the first class to complete the full three years' course. Nearly every member has secured a school.

Miss Vesta Vail was presented with a handsome set of books, for assisting her teacher in class work.

In the evening, the general reception to the students and friends of the school was held in the Normal. The building was brilliantly illuminated from top to bottom.

An excellent orchestra discoursed sweet music during the evening, and all seemed happy as they mingled with friends and class mates. So ends another happy and prosperous year of school work for the State Normal at Chico.

The following is the list of graduates, with subjects treated:

MOTTO: "YET ADVANCE."

Isabelle Ames—Wealth.

Arvilla Florence Bartlett—Intellectual Life of Women.

Luella Barnum—What is to be Accomplished by the Recitation?

Evelyn Benner—Rocks.

Olive Lorena Boyles—Criticism of Lord Byron and His Works.

Frederick Anderson Bennett, Charles Henry Camper—Physics in the Public Schools—Illustrated.

John Howard Cave—Our Public School Curriculum.

Frank Nichol Chaplin—Comenius.

Elizabeth Alma Clark—The Golden Key.

Catherine Agnes Coady—My First Day at Pine Cone.

Mary Davis—Physical Culture in the Public Schools.

Edna Lenore Elam—Manners.

Lovey Ford—To Wait.

George Edward Harvey—Teaching of Patriotism in the Public Schools.

Margaret Harvey—Mythology the Outgrowth of Nature-worship.
 Benjamin Franklin Hudspeth—The Citizen's Indifference to Politics.
 Olive Claribel Kelsey—The Unattained.
 Agnes McFeely—English in the Public Schools.
 Marietta Stiles—Habit and Educational Factor.
 Bessie Taylor—Froebel and the Kindergarten.
 Anna Laura Tillotson—Strange Things Have Happened.
 Vesta Emma Vail—Dante's Exile.
 Mary Etta Benner—Harmonies of Life.

O. C. K.

State University.

The Board of Regents met in regular session at Berkeley, June 28, to give the members of the Faculty an opportunity to make known the needs of their departments. According to these reports it would require a large expenditure, and many additional instructors to meet the situation. Advertisements were ordered for bids on a new Mechanical Arts' building, to cost about \$50,000.

An appropriation of \$17,220, in addition to the sum of \$6,000 already set aside for the commencement of a propagating house for the Agricultural Department, was made, and \$5,000 was ordered to be expended for developing the water supply on the University grounds.

The Committee on Internal Relations reported that, after due investigation, it was of the opinion that the Department of Physical Culture, while a highly beneficial department, was not designed to promote and superintend athletic contests. All contests must be paid for, and managed exclusively by the students. The gymnasium, appliances and grounds were furnished for the development of the department, and not for the promotion of contests.

On the recommendation of the Faculty, the appropriate degrees were conferred upon the graduating class at Berkeley, and also upon the class of the Hastings College of Law, of San Francisco.

The University Art Gallery has received two valuable additions from Mrs. M. L. Jones of Oakland. "The Palace of the Doges of Venica at Moonlight," and "Lord Byron at the Convent of San Lazaro."

Leland Stanford, Jr., University.

At the oratorical contest, June 8, J. F. Wilson, who spoke on "Savanarola," received first award; L. M. Burwell, on "Anglo Saxon Supremacy, second award.

The first commencement exercises were held June 15. There were thirty-eight graduates, four of them women. The class represented all parts of the United States. An Alumni Association was formed.

The aquarium at Pacific Grove is completed, and students are busy studying marine life.

Professor Gilbert, of the Leland Stanford Junior University, together with a number of the students there, will visit San Diego during the summer months, in the interest of the California Fisheries Exhibit at the World's Fair. President Jordan writes that the University has a list of every kind of fish ever caught on the Southern California coast, and that a complete exhibit of the fisheries there will be made.

EDITORIAL.

WE hope to present an account of the Los Angeles Normal School Exercises in our next number.

SEVERAL important papers intended for this number of the JOURNAL will appear in August.

WE are obliged, of course, to mail the JOURNALS this month to the clerks of the Boards for 1891-2. We trust they will kindly hand over to their successors, where they have been elected.

THE advertising department of the JOURNAL contains much of interest to teachers, trustees, and others, and we call special attention to the large number of reliable firms who have placed their business announcements in our pages.

THE Commencement Exercises at San Jose were remarkable for two features: First, the extreme simplicity and brevity of the program, all being concluded within an hour; second, the excellent singing by the large class. Principal Childs is, of course, responsible for the first; Professor Edward deserves all praise for the second.

The address of Acting President Kellogg, of Berkeley, was to the point. The central thought was skilled labor. The thing he sought to urge upon the class was, that with skill they should not fail to acquire force, power.

GRADUATION day at the Chico Normal School drew an audience which in size and quality could not fail to be gratifying to the Fac-

ulty, Trustees, and all other friends of the school. The class of twenty-four members was the first that had completed the full course. This made it proper enough that there should be a pretty long program. The audience appreciated it, and were patient and sympathetic. The character of the work, as evidenced by the productions of the class, was of the best. Professor Pierce has a strong corps of teachers. He has shown a keen judgment in his selection of additions to the staff, and his executive ability in placing the young institution firmly upon its feet is generally recognized.

AT this season of the year when so many teachers lose their positions without any apparent good cause it is encouraging to learn of an instance of genuine appreciation, even though, as in this case, it was long deferred.

For years, Professor Randall was Principal of the Stockton High School. A teacher of acknowledged ability, a thorough gentleman, he lost his position, to his extreme personal mortification, and the surprise of his friends. Fortunately for himself, and the school, he was elected to a position in the State Normal, at San Jose. He has held this place for a number of years, and the sting of his leaving Stockton has been softened by time and success, when lo, a call comes from the city of the slough, to return and take charge of the High School, at a salary of \$3,000 a year, more than has ever been paid there before. While deeply appreciating this compliment, and vindication, the Professor will very probably remain at the Normal.

THINKING of this subject of frequent change of teachers, is it not true, after all, that there are two sides to the case?

Lack of energy, a failure to appreciate and adapt one's self to the conditions, as well, sometimes, as meager scholastic ability, are silent but potent causes of failure. A teacher will do well to fit himself to his community. Having purpose, system, ideals, the practical truth still remains that he must win his school and his community to his support.

The teacher must be tolerant, just, polite, in a word—cosmopolitan. Many-sided, there must be that in him that will appeal, if possible, to the imagination as well as the judgment of his community.

A consensus of opinion must set him down as a fit man for the place. His reputation once established, he is permitted to say and do things which would not be tolerated one short term in a stranger. He must acquire that reputation by showing himself from the start, a man.

If we were to make one suggestion, and only one, as to the course he should pursue, it would be to secure the confidence and friendship of one or more business men of the community. Associate with them, talk with them about the history of the town, its prospects; business, literature, art; any subject that will widen your range of practical knowledge, arouse your interest in affairs outside the schoolroom, associate you with, not isolate you from, the spirit of the times. This, while making you feel a man among men, will the better fit you to be a leader of youth.

The Government Building.

We present in this number of the JOURNAL a cut representing the Government Building at the World's Fair. It is classic in style, and bears a strong resemblance to the National Museum and other Government buildings at Washington. It covers an area of 350 by 420 feet, is constructed of iron, brick and glass, and cost \$400,000. Its leading architectural feature is a central octagonal dome 120 feet in diameter, and 150 feet high, the floor of which will be kept free from exhibits. The building fronts to the west, and connects on the north, by a bridge over the lagoon, with the building of the Fisheries Exhibit.

The south half is devoted to the exhibits of the Post Office Department, Treasury Department, War Department, and Department of Agriculture. The north half is devoted to the exhibits of the Fisheries Commission, Smithsonian Institute, and Interior Department. The State Department exhibit extends from the rotunda to the east end, and that of the Department of Justice from the rotunda to the west end of the building.

"The School Courses."

Under the above caption, an admirable editorial appeared in a recent issue of the San Francisco *Examiner*. Starting out to reply to some adverse criticisms upon the school system of the city by a contemporary, it presented such a well defined and comprehensive view of the situation as indicated not only the skill of a competent critic, but disclosed also the attitude of a firm friend.

Replying to the charge, that under the present system all the faults of defective education of children may be laid to "the insane idea of establishing a line of connections from the primary school to the University," with an intimation that each class or grade should be

conducted without reference to the grades or classes above or below it, the writer makes the following points:

1. The course actually followed is a compromise between devoting much time to one study, and giving the pupil a wide survey of the field of knowledge.

2. Instruction should be made as thorough and complete as possible in each grade, that those who go no farther in school may be able to go farther out of it.

3. This point is so well put that we quote:

"The object of education is not wholly, or even chiefly, to make all pupils good book-keepers, and good public readers, and good penmen. These things are more or less important, but the object of education is vastly more important. It is to draw out and develop, and strengthen the intellectual powers of the child, as well as to teach particular facts. A given fact, once learned, may be forgotten; the chances are that it will be of no practical use if remembered; but a *well-developed intelligence is a permanent possession that may be turned to meet any of the demands of life.*"

4. Whatever changes might be recommended, it is not wise to abandon the plan of founding each grade or class solidly upon the one below it. No outside instruction should be necessary to pass a pupil from Primary to Grammar grade, from Grammar to High School. No private tutor should be needed to carry the student into the University.

5. The High Schools that carry the pupils to the University standard, give a better education than those which do not. Instance the experience in the Boys' High School, and the Girls' High School in San Francisco, before the standard of the latter was raised.

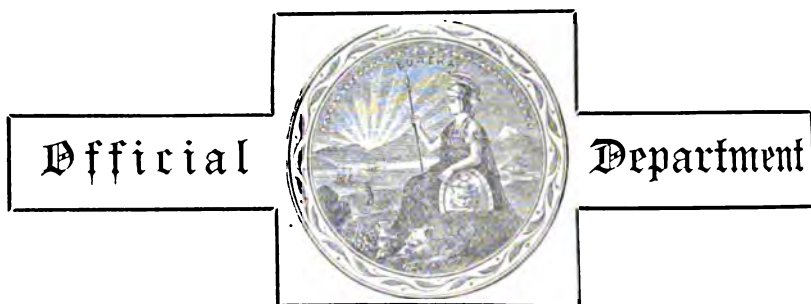
This editorial, so timely, so progressive in spirit, so keen in its discernment of real conditions, and true values, in so widely-read a daily, is refreshing and inspiring.

We add a few observations:

First. Knowledge that gives power grows from a center toward a constantly widening horizon. It cannot be fragmental, unrelated.

Second. If the University is the ideal, growth should be in that direction, toward the sun, and instruction should be of that quality.

Third. Who shall judge when the daughter or son of the Republic of great possibilities, shall by force of untoward circumstances leave school? Should not the course be arranged, looking to the highest for each, and then every obstacle be removed that the State can remove, and every inducement be given that the State can give?



J. W. ANDERSON, - - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - - Deputy Superintendent Public Instruction

The following decisions have been rendered since the report for June:

353. Sec. 920 of the Political Code forbids any officer's being interested in any contract made by himself as such officer, or made by any Board of which he is a member. If a trustee is pecuniarily interested in the employment, or receives the compensation for his son's services, the son being a minor, said trustee acts in violation of said section, and can be held responsible for malfeasance in office.

369. By Sec. 1617 of the Political Code, Subdivision 20, Subhead 1, the qualified electors of a school district can instruct the Board of Trustees in regard to the use of the school house for other than school purposes, the meeting for this purpose must be called upon a petition being presented to the Trustees, signed by a majority of the heads of families residing in the district. The Trustees must comply with the instructions given by said meeting. The Trustees are responsible for the care of all school property; if the property is damaged by their action they are responsible. If at a regular or special meeting, held as required by Subdivision 1, of Sec. 1617, of the Political Code, a majority of the Trustees vote to let the school house for other than school purposes, they can so let it; but if any citizen of the district objects, they must not let the building, except instructed to do so by a district meeting duly called.

370. When exercises in a school are suspended on account of epidemics, or other unavoidable cause, the teacher cannot be required to make up the time thus lost; nor can any reduction be made in the salary of the teacher in consequence of the suspension of the school.

371. If the parents of Indian children still maintain their tribal relation, the children are not entitled to attend the public schools, unless they are living under the guardianship of white persons. If the parents have given up their tribal relation, they are entitled to send their children to the public schools; but they must keep their children in proper condition; otherwise it is proper and right for the Trustees to exclude them from the schools.

372. The Act of 1891, establishing Union High Schools, does not vest in the Board of Trustees of such High Schools the power to adopt text books; this power is vested in the County Board of Education.

373. When a new district is constituted, it is not entitled to any of the property of the old district of which it previously formed a part. The library cannot be divided, but remains the property of the old district.

374. If no election was held in a school district, the old Trustee or Trustees hold over until the next regular time for holding an election. The failure to elect does not create a vacancy; see Sec. 996 of the Political Code; also Sec. 1614 of same Code.

375. The Superintendent of Schools is not authorized to appoint a Trustee, except in case of vacancy occurring as indicated in Sec. 996 of the Political Code, and in the case of the formation of a new district.

376. County school moneys may be used for any of the school purposes mentioned in the chapter of the Political Code relating to public schools. This chapter does not, either expressly or by implication, authorize the use of County funds for the support of High Schools. This being the case, the average attendance in High Schools forms no factor in the apportionment of the County funds. Sec. 1622 of the Political Code plainly states that the State fund, except 10 per cent. set aside for library purposes, must be used for the salary of teachers in the Primary and Grammar schools. Hence the average attendance in High Schools can not be taken into account in apportioning school funds, either State or County, among the several districts.

377. The proposition to establish Union High Schools must be voted upon separately by the districts petitioning. If a majority of the districts vote affirmatively on the proposition, the vote binds all the districts petitioning.

378. No Trustee, member of a Board of Education, or member of a High School Board can delegate his powers to another. Officers cannot appoint proxies.

379. Sections 1775 and 1792 do not authorize Boards of Education to grant certificates upon any kind of certificates from other States.

The opinion seems to prevail in the minds of some Superintendents, and in those of many teachers, that the Superintendent of Public Instruction has complete control of the State School Fund, and that he can make an apportionment at any time if he chooses to do so. One teacher, through either ignorance or silliness, even went so far as to threaten the State Superintendent with suit at law if he did not make the apportionment, or render some satisfactory reason for not so doing, alleging that the money was lying in the State vaults, and that we could apportion it if we would. We pity the superlative ignorance of such a party, and refer him to Sec. 435 of the Political Code, page 82 of the School Law. The State Superintendent is not supposed to know anything about the amount of State Fund subject to apportionment until the Controller reports it to him. The Controller will report on the first Monday of July, and the apportionment will be made immediately thereafter. This money being raised from tax and interest during the fiscal year ending June 30th, 1892, belongs to said fiscal year. Superintendents will apportion it among their several districts *on the basis of the census of 1891, and not on that of 1892*. The fund or money so apportioned, except the library portion of it, must be used for the payment of salaries of teachers for the year ending June 30th, 1892. The balance, if any, will be carried to the credit of the school year beginning July 1st, 1892.

I must again call the attention of Superintendents to the necessity for care in forwarding the papers of applicants for diplomas. In very many instances some of the papers, or the required fee, are lacking. Remember that the fee must be paid, and that the recommendation of the County Board, the affidavit of the applicant, and the certificate of the applicant must be filed with the State Board, else the applications will not be acted on.

In making Annual Reports, the Superintendents will specify the outstanding claims for teachers' salaries, as the apportionment of State Fund, which belongs to the school year ending June 30th, will not have been received during the said year, it will be reported in the next Annual Report as so much fund received that belonged to the school year ending June 30th, 1892. From this will be reported in Annual Report of 1893, the amount paid out on outstanding claims for teachers' salaries for the year ending June 30th, 1892, and the balance will be reported as so much carried to the credit of the districts for the school year beginning July 1st, from the school year ending June 30th, 1892. The necessity for this course arises from the installment mode of paying taxes, and from the decision that the apportionment soon to be made belongs to the year ending June 30th, 1892. Superintendents will please to remember that districts in which school has not been maintained for eight months will not be entitled to have any balance of the fund belonging to the school year ending June 30th, 1892 carried to their credit for the school year beginning July 1st, 1892.

The list of library books recommended by the State Board, will be ready for distribution at an early time in July. When ready a sufficient number of copies will be sent to the Superintendents to supply their offices and their several districts.

Inasmuch as the addresses of applicants for diplomas are seldom sent to this office, all diplomas are sent to the Superintendents; it is desirable, therefore, that Superintendents, when they receive these diplomas, should notify the applicants. Great care should be exercised in seeing that the parties entitled to the diplomas get them, as in no case will duplicate diplomas be granted by the State Board. Superintendents will hereafter be required to receipt to the State Superintendent for all diplomas sent to them. A form of receipt will be prepared for the use of Superintendents. It is desirable that, when they give out the diplomas to the parties entitled to them, that they take a receipt from such parties and file the same in their offices. The receipts for this purpose will be made out in book form, and will thus be easily kept.

CALIFORNIA SCHOOL ITEMS.

THE progressive people of Placerville want a High School organized there.

THE new public school building in Menlo Park will contain eight classrooms.

BERKELEY has at last let the contract for the erection of three new school houses.

VANDALIA DISTRICT, Tulare county, voted \$3,600 bonds for a new school house and lot.

THERE were seventy-one graduates in the June class of the Los Angeles State Normal School.

THE Library of the State University now contains 48,000 books; 4,000 were added last year.

IN the Perris District, San Diego county, the school census increased from 76 in 1891 to 164 in 1892.

L. W. LLOYD, of the University of California, has been elected teacher of science in the Ventura High School.

THE new Bartlett Street School, San Francisco, will contain twelve classrooms, and will cost about \$35,000.

THE Santa Clara High School had twelve graduates this year. The Stockton High School had thirty-six graduates.

IN the Yale College commencement, J. H. Hutchings, of Los Angeles, was the winner of the De Forest medal for the prize speaking.

THE contracts have been let for the five new school buildings to be erected in San Mateo and Menlo Park. They will cost about \$15,000 each.

THE Sonoma and Marin Agricultural Society has again arranged to admit free to the Fair this season, the pupils of the schools of those counties.

WINDSOR DISTRICT, Tulare county, has voted bonds for a new school house. Mount View District, in the same county, has also made preparations to build.

MISS MARY LYNCH, of Sebastopol, received 1,098 credits out of a possible 1,100, at the recent examination of Grammar Grade pupils for graduation, in Sonoma county.

THE graduation of pupils from the Grammar Schools has proved a capital thing for Santa Cruz county. There were graduates from seventeen different schools this year.

HAMILTON DISTRICT, Santa Clara county, will have a new \$3,000 school house next term, with two class rooms, library, etc. Burnett District also has a \$3,000 building in process of erection.

A FINE specimen of petrified fish embedded in stone has been presented to the University of Southern California, by Mr. A. Tibbel, who quarried it recently in the San Pedro hills, 600 feet above sea level.

JUDGE VAN DYKE has rendered a decision, by which Mrs. Margaret Hughes, who had been elected member of the Los Angeles Board of Education, and was afterwards ousted by the election of Dr. W. W. Hitchcock, secures the position.

SAN FRANCISCO has 63,933 school census children, between the ages of 5 and 17. The total number of children under 17 years of age is 87,774. Forty thousand three hundred and sixteen pupils were enrolled in the public schools of the city during the year.

THE resignation of Professor S. W. Burnham, who has been at the Lick Observatory since it was deeded to the State University in 1888, has caused much comment among the many people who have visited the place and always found him to be one of the most obliging and trustworthy men at the Observatory.

IF the present expectations of the State University authorities are not disappointed, the next Freshman class will be the largest ever entered in the University. Over 260 applications have been received by the recorder, including over eighty at present taking the entrance examinations. The indications are that this year the class entering will not fall much short of 300 students.

THE question of establishing a Union High School in Oroville, to combine sixteen adjacent districts, is being discussed. That such a school would be of vast benefit and is almost a necessity to that part of the county, there is no doubt. Oroville has just completed the finest school building in Northern California, and the only extra expense will be the salaries of two teachers. A very small tax on the property in the districts would raise the amount.

G. F. Logan, a wealthy commission merchant of Chicago, has purchased the entire unique and valuable ethnological collection of Horatio N. Rust, of Pasadena. The statement is made that this collection contains the finest specimens of ethnology ever gathered together, and covers a collective work extending over a period of 30 years. Many of the specimens in the collection are from the Museum at Copenhagen, and were given Mr. Rust in exchange for specimens collected in this country.

THE Third Annual Convention of the Pacific Coast Business Educators' Association was held in Oakland, June 30th, and July 1st and 2d. The preparation of a showing at the World's Fair was one of the topics considered. T. A. Robinson, of the Pacific Business College, was elected President, and J. H. Aydelotte, of Aydelotte's Business College, Secretary. A number of able papers were read at the various sessions, and interesting discussions followed. We are glad to see recognized the important position occupied by Business Colleges, in our educational system.

THE new High School of San Francisco is a handsome and imposing structure, built in the modern Romanesque style of architecture. The main approach to the principal floor is on Scott street, in the center of the building. Leading up to the spacious main porch are broad flights of granite steps, the porch having a tiled floor, while paneled wood and beam ceiling complete this feature. The front wall is supported by heavy clustered columns and massive brick arches. The roof is of slate, and the exterior of the structure is built of stock brick, granite, San Jose sandstone, and terra cotta; the building has cost the city a total of \$103,623.

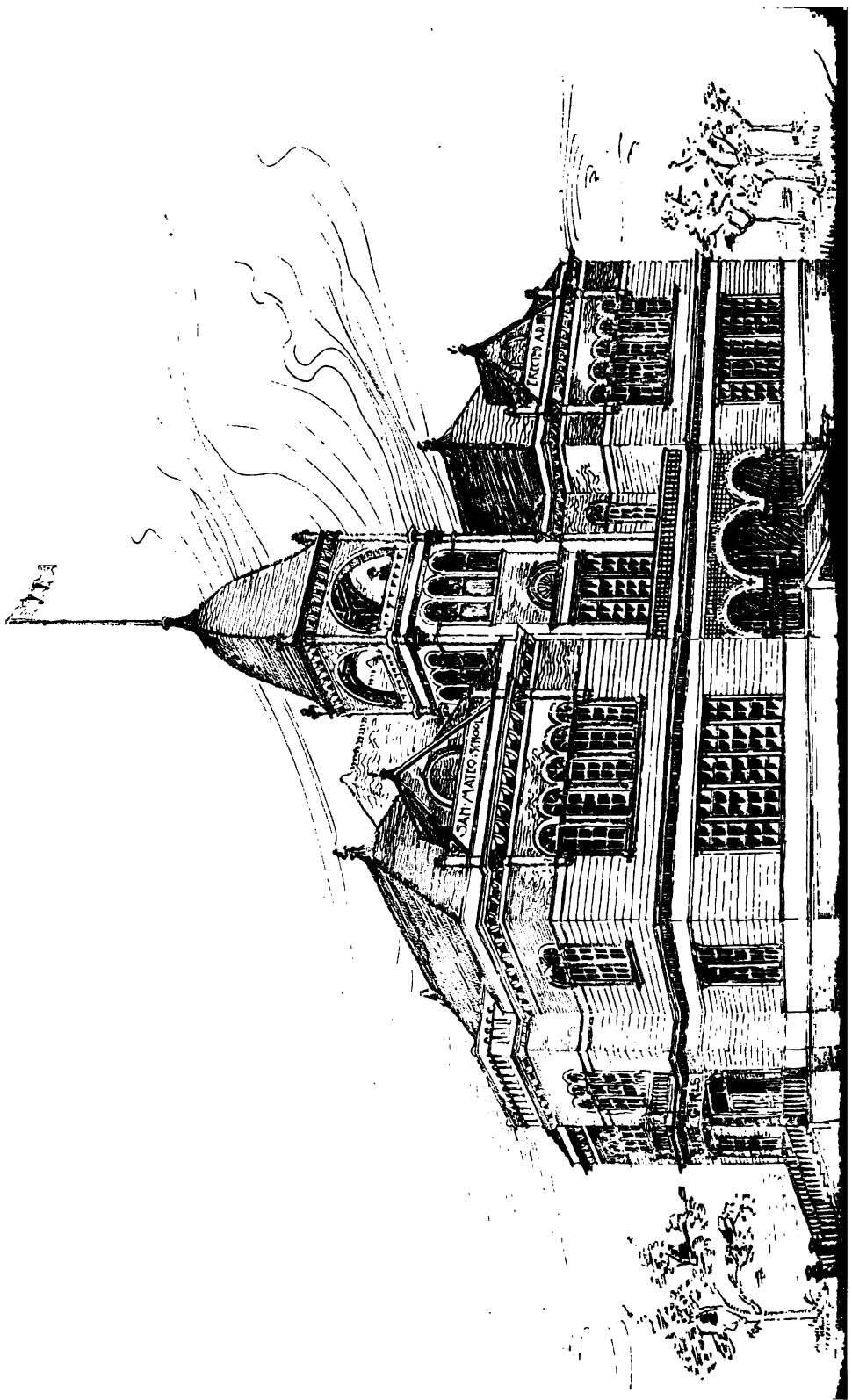
The teachers of Pasadena gave Superintendent Monroe a surprise, on the evening of June 16th. Ushered into darkened parlors, amidst utter silence, the electric lights were suddenly turned on, revealing to Mr. Monroe the presence of fifty or sixty ladies and gentlemen. After an hour of social chat, and music, he was further surprised by the presentation to him by the teachers of a magnificent \$80 microscope, manufactured by Bausch & Lomb, of Rochester, N. Y., and selected by President Jordan, of Stanford. The gift was tendered in behalf of him-

self and colleagues, by Principal Graham, who in the course of a few preliminary remarks adverted to the regret felt at the prospect of parting with Mr. Monroe, to his zeal, industry, and efficiency as Superintendent, and to his many noble qualities as a man. There was no audible response by the recipient of this testimonial, and none was needed to show how deeply he felt the kindness of his fellow teachers.

THE fact that Chinese boys are taught in very tender years to despise men, women, children and things belonging to other "companies" or clans of their race, was never better illustrated than it was the other day in the district school at Isleton, Sacramento county. A fourteen-year-old Chinese boy became a pupil there. A younger Chinese boy had been attending the school several months. The new comer was told to occupy a seat at the side of the other boy, but they both refused to sit together, regardless of the threats of the teacher to severely punish them. The teacher did not understand why they objected so strenuously, until, finally, one of the boys said: "Him Chinee boy. Him belong to 'nother comp'nee. Me no sittee same seat." And he didn't.

THERE does not seem to be any abatement of the patriotic spirit which prompts the friends of our public schools to raise the stars and stripes over the school buildings throughout the State. The public schools are the Nation's fortresses, and it is fitting that the ensign of our greatness and dignity should proudly wave over them. We have reports from various quarters of the patriotic ceremonies attending the raising of the flag. The latest is from Volcano, Amador county. Principal Wickes reports a very happy celebration. Elaborate preparations had been made. The public school children were on hand, arrayed in their best, with faces smiling, and realizing the importance and impressiveness of the occasion. Visitors from all parts of the county joined in the demonstration. County Superintendent Mack, District Clerk Hall, Revs. Williams and Maloney, District Attorney Rust, and others, representing the three great civilizing influences—law, education, and religion, made patriotic addresses. Altogether, it was one of the most enthusiastic celebrations of which we have heard.

THE San Francisco Board of Education has enlarged the scope of the work in the Commercial High School. Speaking of the new studies which have been added to the course, Principal Bush says: All of them are eminently practical, and are designed to prepare pupils for mechanical pursuits. Great stress will be laid upon detail work in architectural drawing, so that the pupil, as a builder, or contractor, in after life, may construct and read his plans understandingly. Physics will be taught with special reference to mechanics, heat and electricity, each pupil developing his faculty for observation by performing the experiments at his table in the laboratory. The study of English is intended to develop not only a taste for good reading, but the power to write easily and clearly upon topics of practical life. To this end, compositions will be required monthly. In the carpenter shop, the student will learn the care of tools. In mathematics, history, free-hand and mechanical drawing, the work will be of such a character as will prepare the student to enter upon special work at Stanford University or Eastern Polytechnic Schools. The complete commercial course remains unchanged, and covers a period of two years.



The San Mateo Public School Building.

We take pleasure in noting the rapid advance which our people are making in their ideas of school architecture. Handsome school houses are springing up in all parts of the State, taking the place, in many instances, of the barn-like structures which were formerly regarded as "good enough for school houses." Among the enterprising communities whose people have cheerfully bonded their homes to provide funds for the erection of a first-class modern school building, is San Mateo.

The accompanying cut of the structure shows that it will be an ornament to the town, and an object of pride to every member of the district. The architects, Messrs. A. I. Coffey and F. H. Martens, composing the firm of Martens & Coffey, with offices in the Academy of Science Building, San Francisco, have reason to be proud of the selection of their plans, in view of the fact that their success was attained in competition with a number of well known architects in San Francisco. An inspection of the plans, however, justifies the practical judgment of the trustees who selected those prepared by Messrs. Martens & Coffey, and the success of these gentlemen in other large building enterprises is an assurance that the construction of the school house rests in able hands.

The building, as seen in the cut, will be two stories in height, four class rooms on each floor, each large enough to accommodate about fifty pupils.

There are three entrances on the first floor which is eight feet above the ground. The main entrance on the front will be for teachers and visitors principally. On both sides of the double doors will be colored glass windows, giving a subdued light to a reception hall 16x20 feet in size. This reception hall connects with a corridor 12 feet wide, which runs through the building from end to end. The boys' and the girls' entrances are through wide double doors at the ends of this corridor.

The four class rooms of the first story are each provided with a teacher's closet and a hat and cloak room 7x18 feet in size, well-lighted, and with a marble wash-stand.

Each class room has three exits to the corridor, two directly and one through the hat and cloak room. The light is received from two sides of each room, and will in all cases come over either shoulder, never directly in the face. The two rear class rooms on the first floor will be connected by sliding doors, which when thrown open give a large assembly hall.

The stairways leading to the second floor are a special feature. Immediately on entering either of the side entrances, are spaces thirteen feet wide, opening out from the corridor in which the stairway is placed. A flight six feet wide, with easy rise, brings one to a large landing 6x13 feet, then by a square turn the stairway continues to the second story. By this arrangement the teacher has a full view of the entire stairway and part of the corridor.

The second story is similar in plan to the first story, with the exception of a library room, placed in front, directly over the reception hall, and a principal's room at one end of the corridor at head of stairs.

A drinking font and fire hose are provided for on each floor. There is also at the end of the corridor on each floor a private water-closet, for teachers, and a janitor's closet.

Each class room has an electric bell and a speaking tube connected with an annunciator in the principal's room.

The basement will be eight feet in the clear, with stairs leading to the same directly under the stairs leading to the second story. In the basement will be the furnace room, fuel and janitor's rooms; the remainder of the space will be devoted for play rooms in inclement weather.

Particular attention will be given to the ventilating and heating, and we are informed by Messrs. Martens & Coffey that the most approved systems will be adopted. The outhouse receives the same attention in construction and design as the main building. The closet vault is built of concrete, with flushing pipes, etc., discharging every evening into a cess pool sunk quite a distance from the building.

Altogether this new school building will be as complete as architectural skill with reasonable expense can make it.

We were pleased to hear, before going to press, that Messrs. Martens & Coffey have secured also, in competition, an eight class room school building, to be erected in Menlo Park, which we shall describe in some future number of the JOURNAL.

THE kindergarten department of the National Educational Association meets July 13th and 15th, and will discuss these subjects: "Professional Training of Kindergartners," by Mrs. Eudora Hailmann, "Artistic Simplicity of Childhood," by Amelia Hofer, and "Symbolic Education," by Laura Fisher; "The Application of Psychology to Kindergarten Methods," by Constance McKenzie, "Songs, Morning Talks, and Stories," by Emilie Poullson, and "The Influence of Gesture in Awakening Thought," by Laura Giddings.

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LIBRARY TABLE.

BOOKS AND MAGAZINE NOTES.

THE June number of the *Californian* was remarkably fine, the July number is even better. The variety of the articles, the number and beauty of its illustrations attract and interest. The article on the schools and teachers of San Francisco ought, of itself, create a large demand for copies on the part of teachers throughout the State.

THE *Atlantic Monthly* for July presents among other attractive matter a calm, dispassionate review of General McClellan's ability and services; also a timely article on "Political Assessments in the Coming Campaign," by a thoroughly competent critic, Theodore Roosevelt.

THE summer number of *The Century* is good from end to end. Just the table of contents to enjoy while lying in the hammock on a vacation day.

Our Little Ones, and *The Nursery*, come to delight the eye and mind of childhood.

BOOKS.

PSYCHOLOGY applied to the Art of Teaching, by Dr. Joseph Baldwin, and published by D. Appleton & Co., as vol. XIX of their International Educational Series, is a book that holds the attention of the reader. The very title recommends it; for psychology, applied, is what the thinking progressive teacher wants to know. It is the science fitted to the art; the theory wedded to practice. The diagrams are exceedingly apt and helpful, and the style such as to arouse interest and careful thought. Earnest teachers need this book. D. Appleton & Co., New York. Price, \$1.50.

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MONEY TO LOAN ON REAL ESTATE AND APPROVED COLLATERAL SECURITY.

THE six books of the *Aeneid* of Vergil, by President Harper and Professor Miller, of Chicago University, is noticed in the page advertisement of the American Book Company, preceding the frontispiece in this JOURNAL. The price is \$1.25 instead of \$1 20.

THE discovery of a New World is perhaps as worthy a subject for a great Epic, as the *Iliad* of Homer, or the *Aeneid* of Virgil. Messrs. S. C. Griggs & Co., of Chicago, have now in press a work by Samuel Jefferson, F. R. A. S., F. C. S., entitled, "Columbus, an Epic Poem," which purports to give an accurate History of the Great Discovery, in Rhymed Heroic Verse. It is said to be a masterly treatment of the subject; the author in depicting the trials of Columbus at the Court of Spain, and on board his vessel, evincing true poetical genius, and nobly sustaining, throughout, the Rhythm and Fire of Heroic Verse. A fine portrait of Columbus, and an accurate representation of his caravel, the *Santa Maria*," enrich the volume.

TEHAMA COUNTY ITEMS.—Mattie Moore is teaching in Nevada. H. S. Gans will teach the Pine Valley School next term. The teachers in the Tehama School were all re-elected. The census returns of Red Bluff and Tehama Districts show a gain. J. D. Sweeney will fire a traction engine this summer, on the Finnell ranch. R. L. Douglass and L. F. Mounts are spending their vacation as canvassers. Professor O. E. Graves, although busily engaged with his *Berendos* fruit farm, still finds time to indulge in his favorite pastime—angling and baiting. Editor Linthiann, of the *News*, displays great interest in school work. He is an advocate of a County High School, and deserves the support of the scholastic followers. Superintendent Miller is gradually working the schools of the county up to a higher plane. Myrtle Polsley, of this county, is a member of the Senior Class of the Chico Normal School. Lena K. Naugle, of Tehama, is a member of the Graduating Class of the San Jose Normal. Nearly all of the schools are already supplied with teachers for the next term. There were sixteen graduates from the Grammar grade of the public schools; Cora Hinson, of Tehama, led the class. There were thirty-five applicants at the recent teachers' examination in this county; five received Grammar Grade, and seven received Primary certificates.

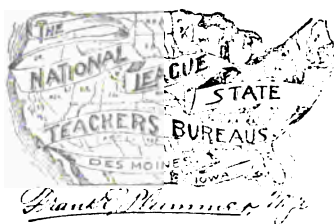
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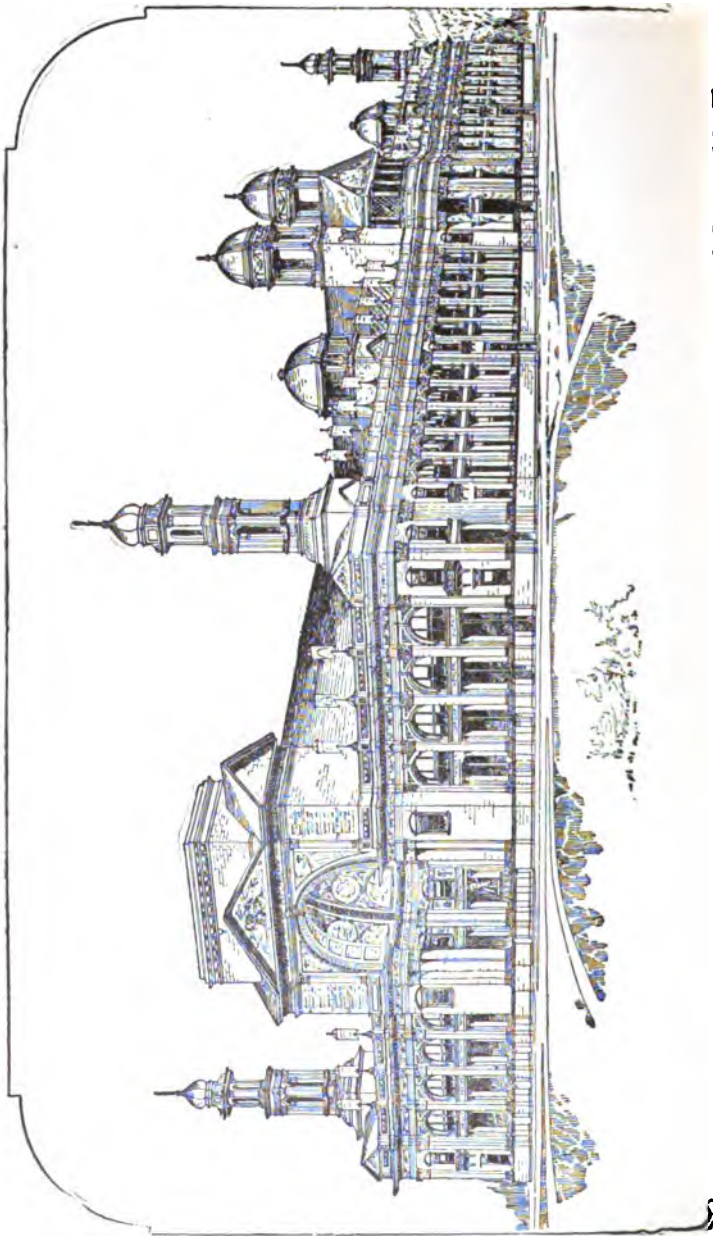
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THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. VIII.

AUGUST, 1892.

No. 8.

CURRENT EDUCATIONAL THOUGHT.

It would be wise in large schools to adopt the Lancastrian method of using the best pupils for teaching groups. Much of the difficulty of an overcrowded course could be avoided by combining several subjects into one.—PROFESSOR RATTAN, San Jose Normal School.

THE city school in some things is superior; but the well-regulated country school has a freedom from conventionality, from red tape, from dead routine, an approach to the individuality of the pupil, which the city school may imitate with great profit.—HENRY SABIN.

No teacher should assign a lesson to her class without having in mind a definite result which the lesson should help the pupils to reach. Not to fill time, not to keep the class quiet, not to comply with a certain form, but *to help the child* should the lesson be given. SARAH L. ARNOLD.

THE present course entails cramming instead of development of power. In many counties of this State, from eight to ten years are given to reading, arithmetic, etc. Teachers in county schools are much hampered by the arbitrary and absurd rules of County Boards, so that there is little individual freedom to teacher and pupil.—F. K. BARTHEL, San Jose.

As a rule, the poorest teachers are those who teach as they were taught. The next are those who seek the good methods of others and copy them. To the highest grade belong those who appreciate the present needs and existing methods, but who, studying principles, causes and results, are led to adopt ways at once original and effective.
—Ex.

ONE who would study children must have a strong dramatic sympathy. He must literally become a child again, and casting off the conventions and experiences and theories of the grown-up world he must once more become a natural, impulsive, untrained, unbalanced child. Without this the observations made are merely "formal statements of knee jerks and muscle twitches," to use the phrase of those who deride such studies.—PROF. EARL BARNES, Stanford University.

THE average course of study is a traditional one and does not represent the best educational thought and methods of our time. First, it tends to fit children even more for the past than the future; second, it is overloaded with branches, and contains more studies than the Harvard College course did one hundred years ago; third, it does not come in close touch and sympathy with child-life. It fails to reach and develop the child's individuality and personal power as it should.—PROF. C. H. MCGREW, San Jose Summer School of Methods.

CHILDREN are not to be taught arithmetic by spoonfuls. They are to be encouraged to do their own work under the supervision of the teacher. Children *carried* through arithmetic are either mental dwarfs or dyspeptics. The world of to-day wants men, not weaklings; and our schools need teachers, not school-keepers, persons who will make their pupils love to study arithmetic, and not to be perpetually longing for the wings of the morning. If taught rightly, arithmetic is an elevating and ennobling study. Let us not measure our instruction in arithmetic by the yardstick, but by the amount of power acquired by the learner. Let us teach our pupils to be accurate, rapid, neat and self-reliant in their work in arithmetic, and then we will be teaching for power.—DR. J. D. DILLINGHAM, New Jersey.

THE province of education is to lift the individual out of her naturalness, and not to allow her to remain in it. All education is this. The child would prefer to take her food in her fingers, for it is natural to her to do so; but education takes her immediately in hand, and makes her eat in the way not of nature, but of civilization. There is no natural way of education; it is all completely unnatural and must be so. The natural child protests against discipline of whatever kind, and seeks to follow her cravings; but out of this fools' paradise—which would be no paradise at all, as her teacher knows—she must be driven, and out of it she must be kept, though it be with a flaming sword.—*Harper's Magazine*.

GENERAL DEPARTMENT.

Sail On! And On!

[The following verses were written by Joaquin Miller, expressly for Mrs. Frank Leslie, who recited the poem frequently in her recent visit to California:]

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good old mate said, "Now must we pray,
For lo! the very stars are gone.
Brave Adm'rl, speak; what shall I say?"
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly, wan, and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'rl, say,
If we sight naught but seas at dawn?"
"Why, you shall say, at break of day,
'Sail on! sail on! sail on! and on!'"

They sailed, and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Adm'rl; speak and say—"
He said: "Sail on! sail on! and on!"

They sailed! They sailed! Then spoke the mate:
"This mad sea shows its teeth to-night,
He curls his lip, he lies in wait
With lifted teeth, as if to bite!
Brave Adm'rl, say but one good word;
What shall we do when hope is gone?"
The words leaped as a leaping sword:
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
A light! A light! A light! A light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! and on!"

German Schools.

(From a paper read at the Teachers' Institute of Glenn Co., Dec., 1891.)

BY KARL HENRICH.

My knowledge of the subject is based partly on my own experience as pupil and teacher of schools in Germany, partly on what I have heard and read since my departure from my native country.

Being a native of the Grand-Duchy of Hesse, I shall in this treatise follow the school-law of that country, which slightly differs from the school-laws of other German States.

In outlining this theme, I thought it most advisable and practical to use the articles of the school-law of California as topics, thereby comparing the laws of both countries relating to public schools.

I. *State Board of Education.*—All schools stand under the direct supervision of the Government. The Department of Public Instruction consists of three members, who have otherwise no connection with any school or public institution of learning, as our California State Board has (Principals of Normal Schools).

The term of office is (like all the higher public offices of Germany) unlimited and depends upon promotion.

The duty of the Department of Public Instruction consists in the supervision of all the common schools, (public as well as private.)

In Prussia, the management of the elementary schools is in the hands of local authorities, but the state appoints the teachers and in part pays the teachers' salaries.

II. *Superintendent of Public Instruction.*—There is no office of Superintendent of Public Instruction in Germany, but a member of the above named Department is appointed by the Government to act as President.

III. *County School Superintendent.*—Each county in Hesse has a *School Inspector*, whose duty is to visit the Schools in the county and to examine into the condition of the same. For cities or large towns, the Department of Public Instruction may appoint special Inspectors (City Superintendent of Schools and Principals).

The School Inspector conducts the regular annual examinations of all schools, at the close of the term, (latter part of April.) He is also a member of the County Board of Education.

IV. *Teachers' Institutes.*—The County Institutes, (*Lehrer Conferenzen*) are held quarterly at the county seat. Usually they take place on the first Monday in January, April, July and October, and

last but one day each. On account of the dense population of Germany, the greatest distance of any school from the county seat is about ten miles. These meetings are presided over by the President of the County Board of Education and are conducted in similar manner as our County Institutes are. No special lecturers are engaged, but all recitations and papers are delivered by the teachers, who have their themes assigned them at the previous meeting.

V. *School Districts*.—Each city, town or village forms a School District.

VI. *Elections for School Trustees*. } The local Board of Educa-

VII. *Board of Trustees*. } tion, (Schulrath) consists

of the minister (or ministers) of the Gospel, the boroughmaster, (Bürgermeister,) the oldest teacher, the special school Inspector (if there be one), and from three to six citizens (according to the population of the place), elected by the town Trustees for three years. Their duty is to manage and control the school property, to examine into the management of the school, to be present at the annual examination of the school at the close of the school term (or school year.)

VIII. *Census Marshal*. } There are none.

IX. *Clerks of School Districts*. }

X. *Schools*.—Any community is compelled to have a public school as soon as there are thirty census children. Children must enter school when six years of age.

The common schools are divided into three grades: Primary, Intermediate and Grammar, (Elementar, Mittel, and Oberklassen.) When the number of pupils is eighty or less, one teacher is engaged for the school, but if the number exceeds eighty, a second teacher must be employed. Besides the common public schools, there are a great number of higher schools, viz.: Realschulen (where sciences and languages are taught), Seminarien (Normal schools for teachers), Gymnasien (schools for classical education), Gewerbeschulen (where mechanical arts are taught), Bauschulen (schools for architects), Bergbauschulen (schools of mines), Ackerbauschulen (schools of agriculture), Thierarzneischulen (veterinary schools), Universitäten (universities).

THE COURSE OF STUDY.

The course of study is the same throughout the country. All branches are considered equally important. Time allowed for every recitation is usually an hour. I find the great error of American schools lies in crowding in too many studies which necessarily shortens

the time for recitations in ungraded schools. My experience here has been that often before I had time to commence hearing a recitation I had to stop. Long recitations are what mark the German schools.

The following studies are considered essential in German schools, while they are wholly or partly ignored in our American schools, viz.: religion, gymnastic exercises, natural sciences.

RELIGIOUS AND MORAL INSTRUCTION.

Although no sectarian doctrines are taught in German schools, children are informed of the sacred history as extracted from the Bible, and they study the Bible stories as well as the profane history. Every child in Germany knows who the Patriarchs were, who Moses and David were. In German schools the moral training is quite a factor, and the pupils learn what duties every man owes to his God, to himself and his fellow man. Children of different religious denominations are taught in their faith separately. No independent sectarian school is suffered unless it is able to support itself.

The truth "that a sound soul can live only in a sound body," is the motive to the gymnastic exercises that are on the daily program of German schools, and which are executed in the open air.

Natural philosophy and natural history, especially botany, are fostered extensively. The pupils are made acquainted with whatever meets their eyes in nature. They know the names of all the common plants.

The school year is divided into two terms, a winter and a summer term (Semester). The winter term usually commences on the first of November, the summer term on the first of May.

The school hours are as follows:

Summer term from 7 o'clock to 12 A. M. and 1 to 3 P. M.

Winter term from 8 o'clock to 12 A. M. and 1 to 3 P. M.

When I was a pupil and afterwards a teacher in an ungraded school, our school hours in summer began at 6 o'clock A. M. There was no afternoon session. Now I find it just as hard to open school at 9 o'clock as I did then at 6 o'clock. The power of habit is strong.

The four lower grades (Primary) in ungraded schools had in summer and winter only two hours instruction, from 10 to 12 A. M., during which hours the upper four grades were dismissed. The little ones were benefitted more in those two hours than were they to stay four hours confined in the schoolroom with the larger pupils.

The vacations amounted to eight or ten weeks for the whole school year, which were divided as follows: four weeks in harvest

(July), three weeks in fall (October), one week following each of the three holidays, Christmas, Easter and Pentecost.

COMPULSORY ATTENDANCE AND OBEDIENCE.

XI. *Pupils*.—Children must attend school for eight consecutive years, usually from the sixth to the fourteenth year of age. The parents of those pupils that are absent without excuse are fined. Truants are brought to school by the constable or policeman. Teachers are required to make a *monthly* report of absentees.

Children are taught to obey. The rules of their homes are more rigid than we find them in America. Strict obedience is the first requirement in German schools. "Their's not to reason why, Their's not to make reply, Their's but to *do*—" and I don't think that they ever *die* of the effects of the enforcements of rules. The pupil—although expected to reason in solutions of problems—puts so much confidence in the superiority of the teacher that he follows commands promptly. There is no occasion for suspending or expelling a pupil.

After the pupil has graduated from the common school, he must attend evening classes (*Fortbildungsschule*) for three years more. These evening classes are only instituted during the winter months and are open from about the middle of November till the middle of February.

During the eight years of school, the girls receive every Wednesday and Saturday afternoon instructions in sewing and knitting by special (lady) teachers.

XII. *Teachers*.—Teachers are educated in Normal schools (*Seminarien*) only. No grinding out of teachers by County Boards of Education. The course of Normal schools is three years. Teachers are mostly of the stronger sex. I never saw female teachers in Germany, but heard of them. In Hesse are three Normal schools for male and one school for female teachers. Teaching is considered a life study and is highly respected and comparatively well remunerated.

PENSIONS.

The pension, which increases with the number of years' experience, is another inducement to follow the vocation of teaching. A teacher of twenty-five years' experience is pensioned with an amount equal to half his salary; one of fifty years experience, with an amount equal to his full salary.

Teaching school is not used as a stepping stone to a more lucrative occupation. A teacher once, a teacher for life.

After leaving the Normal school, the young teachers are sent by the State Board of Education to fill vacancies. No teacher can apply for a permanent position before having attained the age of twenty-four, or before having passed the State Examination (Staatsprüfung).

All applications for a permanent position must be addressed to the sovereign. The State Board issues the appointment or decree. The smallest salary for any teacher is 900 marks; in places of 10,000 inhabitants and over, the lowest salary is 1200 marks. Service as sexton of any church, formerly performed by teachers, is considered degrading to the vocation of teacher, and no teacher is permitted to engage in such employment.

The salaries of teachers are paid by the local treasurer. The salary is fixed per annum, not per month, and is invariably the same for the same position. Young teachers, called aspirants or vicars, have a certain salary, no matter where they teach.

When a school becomes vacant, and the community wishes to have a permanent teacher, the position is advertised. The names of the applicants are given to the community for consideration. In cities and larger towns the School Board can select one of three names and recommend the appointment of the selected one.

The certainty of a position is another advantage the German teacher enjoys. There is no asking for a school every year.

The vacations are at no time during the year longer than four weeks, during which time the salary of the teacher is not reduced, for, as said before, teachers have yearly salaries, not monthly.

School Libraries.—No certain apportionment is set aside for the purpose of school libraries. Whatever books or apparatus is needed for a school, is bought by the community, and bills for that purpose are paid by the town treasurer. The amount of money spent thus depends more or less on the size of the place.

County Boards of Education.—This Board (Krüs Schul-Commission) consists of the School Inspector, the Dean, the County Government Commissioner (Kreistrath) and three members elected by and of a County Central Committee. The duties of the County Board are to supervise the schools of the county and to examine each school at least once in three years. They investigate and decide all complaints. The County Government Commissioner is President of the Board. He also conducts the quarterly meetings of teachers.

Boards of Examination.—The *School Inspector* (who must be a teacher) examines all schools in the county annually at irregular in-

tervals. At the close of the school year, the *Local School Board* (Schulrath) examines the school or schools of the town. The *County Board* holds examination of a certain number of schools every year, making the circuit of the county in three years. The *State Board* of Education conducts the annual State Examination of teachers who wish to obtain a certificate that enables them to apply for a permanent position. * * *

The Third Reader.

BY H. C. KINNE, SAN FRANCISCO.

It has latterly been the height of fashion in California to indulge in disparaging remarks as to the merits of the State text books. A gathering of teachers or educational officials would apparently be considered derelict of duty if it failed to pass the usual condemnatory resolutions, couched in stereotyped phrase. The State readers have been especially selected as a target for adverse comment, and as the work of preparing these books was mainly performed by myself, it may not be improper for me to come into court and traverse the indictment against them. Just for this time I propose to call attention to the case of the Third Reader. In forming an opinion in regard to a work of this character, we naturally compare it with other works of a similar nature which have met with general acceptance and approval.

For the purposes of this comparison I have selected the Fifth Readers of the Bancroft and McGuffey series. These series were recently in use in a great portion of the State, and so far as is known, there was never the slightest breath of objection to them as being of inferior quality. The lynx-eyed critics, who are now so numerous and so noisy, failed to discover any flaw in these incomparable literary jewels. It is, therefore, safe to consider them as the embodiment and incarnation of supernal excellence.

The subjoined table explains itself. It was formed by first scanning the contents of the State Third Reader, and noting down the names of the more prominent American authors and orators, extracts from whose works were to be found therein. The figure following each name shows the number of extracts from that particular author. The Bancroft and McGuffey books were then examined in order to find the number of extracts from the same authors;

NUMBER OF EXTRACTS FROM EMINENT AMERICAN AUTHORS AND
ORATORS.

	State Reader.	Bancroft.	McGuffey.
Daniel Webster.....	6.....	6.....	1
Edward Everett.....	3.....	0.....	0
Henry Clay.....	1.....	0.....	0
Patrick Henry.....	2.....	1.....	0
S. S. Prentiss.....	1.....	0.....	0
A. H. Stephens.....	1.....	0.....	0
William Cullen Bryant.....	5.....	4.....	2
Henry W. Longfellow.....	3.....	5.....	3
Washington Irving.....	2.....	2.....	3
Edgar A. Poe.....	2.....	0.....	0
Lydia H. Sigourney.....	1.....	0.....	0
Nathaniel Hawthorne.....	1.....	0.....	1
S. G. Goodrich.....	1.....	0.....	1
George Bancroft.....	1.....	0.....	1
Oliver Wendell Holmes.....	1.....	2.....	0
James Russell Lowell.....	1.....	2.....	1
George D. Prentice.....	1.....	0.....	0
John G. Whittier.....	1.....	3.....	3
Bret Harte.....	1.....	0.....	1
Mark Twain.....	1.....	1.....	0
N. P. Willis.....	1.....	0.....	0
Dr. J. G. Holland.....	1.....	0.....	0
Geo. P. Morris.....	1.....	0.....	1
Fitz-Greene Halleck.....	1.....	0.....	0
Elihu Burritt.....	1.....	0.....	1
Rev. John Pierpont.....	1.....	0.....	0
John J. Audubon.....	1.....	0.....	1
Total.....	43.....	26.....	20

I respectfully request that this table be examined and re-examined carefully. It may appear somewhat of a revelation. Here we have the fact, that while the McGuffey reader contains but twenty selections from this list of American authors, and the Bancroft reader contains but twenty-six selections, the State Reader contains no less than *forty-three* selections, or nearly as many as the other two books combined.

I offer no apology for quoting from the speeches of Daniel Webster. They are massive and enduring monuments of American eloquence. They are most glorious Union utterances. They are the purest and truest inspirations of genuine patriotic fervor. They crown the deeds of the fathers with imperishable radiance, and they illumine the skies of the future with a transcendent glow. As the

centuries roll away they will be treasured more and more as relics and mementoes of the spirit that dwelt in the hearts of the American people in the youthful days of the Republic.

Neither do the quotations from Edward Everett need any apology. Mr. Everett stood in the front rank of American statesmen. He occupied political positions of the highest importance. He was equally prominent in the literary world; and while his speeches may not have the rugged strength that characterizes those of Daniel Webster, they are nevertheless models of polished and ornate rhetoric. This fact will be rendered apparent by an examination of the pages of the State Reader.

It will be useless to refer to the Bancroft and McGuffey books, for nothing from Mr. Everett is to be found in them. The State Reader contains speeches by Henry Clay and Sargent S. Prentiss, none of which are found in the other books. Mr. Prentiss was an orator of great magnetic power. The opening paragraph in his speech on New England, delivered in New Orleans forty-five years ago, was a veritable poem in the beauty of its imagery. It will be observed that the first six names in the foregoing list of American authors are those of men eminent in public life.

The State Reader contains fourteen speeches by these American statesmen, the Bancroft reader contains seven speeches, and the McGuffey Reader contains *one*. In the eyes of our unprejudiced, impartial, and presumably American critics, this circumstance may be one of the grounds on which the charge of inferiority against the State Reader is based.

We will now form a second table which will contain the names of some of the more prominent English authors:

NUMBER OF EXTRACTS FROM EMINENT ENGLISH AUTHORS.

	State Reader.	Bancroft.	McGuffey.
Shakespeare.....	6.....	4.....	1
Sir Walter Scott.....	4.....	3.....	0
Robert Southey.....	4.....	0.....	2
John Milton.....	2.....	1.....	0
Lord Byron.....	3.....	3.....	0
Mrs. Hemans.....	5.....	1.....	1
Jane Taylor.....	2.....	0.....	1
Charles Dickens.....	2.....	5.....	1
Mary Howitt.....	2.....	0.....	0
Thomas Hood.....	2.....	1.....	1
Douglas Jerrold.....	2.....	2.....	1
Charles Mackay.....	2.....	1.....	0

	State Reader.	Bancroft.	McGuffey.
Rev. Charles Wolfe.....	1.....	0.....	0.....
Thomas Campbell.....	1.....	0.....	0.....
Joseph Addison.....	1.....	0.....	0.....
Dr. Samuel Johnson.....	2.....	0.....	1.....
Thomas Moore.....	1.....	0.....	1.....
Sir William Pitt.....	1.....	0.....	0.....
Leigh Hunt.....	1.....	1.....	1.....
Henry Kirke White.....	1.....	0.....	0.....
Oliver Goldsmith.....	1.....	1.....	1.....
Charles Phillips.....	2.....	0.....	0.....
Thomas Gray.....	1.....	1.....	0.....
Alfred Tennyson.....	1.....	2.....	1.....
Thomas De Quincy.....	1.....	0.....	0.....
Rev. C. H. Spurgeon.....	1.....	0.....	0.....
Thomas Dick.....	1.....	0.....	0.....
Sir Samuel Baker.....	1.....	0.....	0.....
Thomas Babington Macaulay.....	1.....	0.....	0.....
Total.....	55.....	26.....	13.....

These figures are entirely admissible and convincing evidence. They throw a flood of light upon the character of the charge so freely made, that the State Reader is destitute of merit. Here we have the fact, that while the McGuffey book has thirteen selections from this list of authors, and the Bancroft book has twenty-six selections, the State Reader has no less than *fifty-five* selections, or far more than the other books combined.

It will also be seen that McGuffey has no selections from Sir Walter Scott, or John Milton, or Lord Byron, or Charles Mackay, or Thomas Gray. The Bancroft book has no selections from Robert Southey, or Jane Taylor, or Dr. Johnson, or Thomas Moore.

Neither Bancroft or McGuffey have any selections from Mary Howitt, or Joseph Addison, or Sir William Pitt, or Henry Kirke White, or Charles Phillips, or De Quincy, or Spurgeon, or Thomas Dick, or Sir Samuel Baker, or Macaulay, or Charles Wolfe, or Thomas Campbell.

The foregoing lists of authors are but a portion of the whole number. The State Reader contains extracts from the works of a hundred other writers.

The State Reader contains one hundred and nine poetical selections, while Bancroft has but fifty-five and McGuffey has but fifty-nine. The State Reader has nearly as many as the other two books combined. And right here, I will challenge any and all persons in

the pedagogical profession, or out of the pedagogical profession, in the State of California, or out of the State of California, to produce a reading book which contains a finer, more brilliant, and more diversified collection of the gems of English poetry than is to be found in the State Third Reader.

The State Reader contains ninety-four selections in prose, while Bancroft has seventy-seven, and McGuffey has fifty-eight. In the opening portions of the State reader the prose lessons are of a comparatively simple character; but they gradually take on a more elaborate and pretentious form. And the prose contents of the State Reader are not to be surpassed in point of excellence. There is not a dull, heavy, stupid selection in the book. The narratives are lively, graphic and thrilling. The essays are forcible, logical and rhetorical. The oratory is the cream of all to be found in the Anglo-Saxon tongue.

But some one says that the selections in the State Reader are "worn out." My beloved friend, is it not quite possible that it is your precious self that is experiencing the pangs of dilapidation? "Worn out," indeed! So is the alphabet "worn out." So is the multiplication table "worn out." So is the history of the discovery and settlement of America "worn out." So is the Declaration of Independence "worn out." So are the name and fame of George Washington "worn out." If you have under your instruction a class of pupils who have been in attendance upon school for 500 years, it may be presumed that they have traversed the entire range of English literature so often, that like yourself they are thirsting for new sensational novels from the pen of Rider Haggard or Rudyard Kipling. But you must remember that every decade witnesses a complete eviction of the tenants of the school-room. Every decade gathers an entirely new generation within the school-room walls, and strange as it may seem, it is, nevertheless, a positive fact that to the six-year-old child, who for the first time crosses the threshold of the school, all literary productions are entirely new, whether ten centuries or ten seconds have elapsed since those productions made their appearance in the world.

Strange as it may seem, it is a positive fact that the boy who is not yet born will find the life of Julius Cæsar just as new as the life of Napoleon Bonaparte. He will find the life of King Philip, of Macedon, just as new as the life of King Philip of the Wampanoags, and he will find the life of the Wampanoag as new as the life

of Sitting Bull. He will find the speeches of Patrick Henry or Daniel Webster, as new as the speeches of ex-Senator Ingalls, of "iridescent" and evanescent prominence.

The literary productions of the past will fall into the background when the changes that are constantly occurring in the English as in all other living languages, shall make those productions difficult of comprehension. But just at this time there is no especial occasion for shedding tears for fear that the language of Thomas Jefferson and Henry Clay will, in our day, become unintelligible to the great mass of the American people.

In conclusion, I will simply say that the State Third Reader is the best advanced reader ever used in the schools of California.

I AM convinced that the prevailing craze for new methods of teaching is doing vastly more harm than good. Many of our teachers do not seem to know that imparting knowledge is not educating. Ingenious devices for forcing intellectual growth may appear successful for a brief season, but eventually they defeat the very object which is to be attained by their use. A few years ago many of us were ridiculed because we objected to that arithmetical training enormity which had grown from a few simple principles into the monstrous aggregation called the "Grube Method." It is now our turn to point the finger of derision at those who went daft over this fad. All these devices for administering intellectual pabulum in a comminuted state, in order to dispense with mental mastication and digestion and thus render the process of acquiring knowledge one of passive assimilation, smack of humbug.—A. MEGAHAN, Oakland, Cal.

Spelling "Kitten."

A dear little girl,
 With her brain in a whirl,
 Was asked the word "kitten" to spell.
 "K-double i-t
 "T-e-n," said she,
 And thought she had done very well.
 "Has kitten two i's?"
 And the teacher's surprise
 With mirth and impatience was blent.
 "My kitty has two,"
 Said Marjory Lou,
 And she looked as she felt—quite content.
 —M. F. Harman in *December St. Nicholas*.

METHODS AND AIDS.

English in the Grammar Grades.

BY WILL S. MONROE, SUPERINTENDENT OF SCHOOLS, PASADENA, CAL.

The Grammar School of to-day concerns itself quite as much with the study of English language and literature as the High School, and rightly so. First, because of the large number who leave school before the higher grade is reached, and the need to these children of a course of training calculated to instil a deep and abiding love for that which is good and beautiful in literature, and which the larger school of life will offer them in the way of periodicals and public libraries; and, second, because of those who do enter the High School, and the need to them of a preliminary course of training that will enable them to continue that which was begun in the lower grades. Dr. Balliet somewhere says: "We ought to teach in the Primary schools the elements of as many different topics or branches as possible, and then, as the pupil advances, let the work widen and become more and more difficult."

In our zeal to introduce the elements of the natural sciences in the elementary schools, we must not forget that literature furnishes avenues of training not found in the sciences; and that its value, as an agent in refining and correcting the taste, is not exceeded by any subject of study. It touches the feelings and quickens the sensibilities and creates ideals as nothing else in our school curriculum is capable of doing. What shall this line of work displace in an already over-crowded program? will be asked by thoughtful teachers who believe in the value of such work. The text-book work in reading, during the last two years of the Grammar grade, may profitably be given to the study of English. Most of the readers not being adapted for such work, inexpensive books, such as are found in the Riverside Literature series, English Classics and Classics for Children, may be bought for less than the regulation price of a reader.

Whittier's *Snow Bound* is not too difficult for pupils of the seventh-year grade. And Longfellow's *Evangeline*, and Scott's *Lady of the Lake*, have been found not beyond the grasp of eighth-year classes

that have been under the supervision of the writer. The first step in the work is the reading of the text, getting the thought, and this means much more than a casual perusal. The exact meaning of words and lines, definition of thought, shades of meaning, not glittering generalities, must be the aim of the teacher. What does this particular word in this peculiar use imply? It may mean this or that in some constructions, but what does it mean here? This is an important step in training in English, and it should be taken in the Grammar grades. If it is not, those pupils who do not reach the High School will go through life seeing few of those finer touches with which our classics gleam. And those who do enter the High School will be without keen perceptions in analyzing thought; and this higher work will be seriously impaired by lack of previous preparation.

After the selection had been read, it should be reproduced orally as a language lesson. Training to talk, to tell in their own language that which has meaning and vividness, will develop oral language, articulation, emphasis, etc. Following the oral reproduction should be the written lesson, and this should be done by means of a black-board outline, that there may be some logical arrangement of the thought expressed. The reproduction of the English lesson affords abundant opportunity for training in penmanship, spelling, and the mechanics of language. Here, too, the drill in so-called technical grammar should be given, if given at all. If children of the Grammar grade age *must* know verbs, and nouns, and clauses, they should find them in the language lessons which they have helped to make.

Drawing may accompany the English work, and profitably so. Let the children express with pencil or crayon, the picture contained in this or that line or stanza. Crude it will be, to be sure, but if it expresses the child's concept, skill in drawing will be a matter of growth. Here, too, the imagination is given opportunity for healthful exercise. Different pupils will see differently, and these differences should find free expression in the drawing work. The child's ideals will grow as he is taught to see and appreciate; and as his ideals grow so should the power to represent by means of drawing.

There are other phases of English study in the Grammar grades, which the limits of this article forbid other than the mention. Among these are character study—the seeing of men and women, beings with flesh and blood, in every person studied; picture-making—describing in clear, beautiful, expressive terms the places mentioned; ideal-formations, making the written thoughts, and feelings of the men

and women whom they may study standards of excellence which they may strive to approach, and "as they strive to ascend, ascend in the striving."—*The School Journal*.

Good Language Acquired Through Good Literature.

[Extract from a paper read before the Orange County Teachers' Institute.]

BY F. E. PERHAM, SANTA ANA HIGH SCHOOL.

"*Words are Things.*"—MIRABEAU.

* * * * *

The literary work can be made the most interesting to the pupils, and as an aid to language, the most important of the school course. Poets and orators may reveal to the child the wealth and power of the English language, and may arouse the noblest aspirations. If he can be inspired with the purity and elegance of Hawthorne, the simplicity of Longfellow, the depth and subtlety of Lowell, the breadth and power of Webster, he can be led to transmute them into the coin of his daily speech. General exercises are often a failure from lack of a well considered plan. Literary societies directed by the scholars, unless under the careful direction of the teacher, do more harm than good. For my own part, I do not believe in them as a factor in school life. The teacher who reaches the best results in this work must apply the same educational principles used in other lines; carefully study the needs and mental equipment of each child, and give the work fitted to its growth and bent of mind. *Never let a child take a part you feel he can derive no benefit from, not even to please his mother. The pamphlets known as "100 Choice Selections," and issued in numbers from one to infinity, are pernicious, and ought to be banished from every school-room in the land.* While some of the selections may be in keeping with the name, so many are trashy and vulgar, that they ought not to be put into the hands of the pupils. Stray copies found about the desks may properly be taken as contraband of war. Unity of thought and sentiment in such exercises may be gained by celebrating the birthdays of authors, or considering literature as an interpreter of history. Often, literature gives more vivid pictures of national life than histories can possibly do. Ballads, more powerful

than laws have sounded the death-knell of tyranny, and springing from a nation's heart have been the pæans of victory ushering in the dawn of freedom. Immortal epics have crystalized the heroism, the religion, the national policy, the social life of a people; under the refining fire of a master spirit, Greek history was wrought into gems of purest ray, and given a setting in the most beautiful language known to man. Indeed, it may be said with the Brothers Hare in "Guesses of Truth," that in Greek history there is nothing truer than Herodotus, except Homer.

SUPPLEMENTARY TO STUDY OF HISTORY.

A wealth of material is at our command to illustrate and enforce every period of American history. How vivid the Revolutionary period may be made by special exercises—selections from Washington and Patrick Henry—Longfellow's beautiful poem:

"Listen, my children and you shall hear
Of the mid-night ride of Paul Revere,
On the eighteenth of April in seventy-five."

And those thrilling words at the close:

"For borne on the night wind of the past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the mid-night message of Paul Revere."

And Emerson :

"By the rude bridge that arched the flood,
Their flag to April's breeze unfurled
Here once the embattled farmer stood,
And fired the shot heard round the world."

And Lowell—"Under the Old Elm."

"Words pass as wind, but where great deeds were done
A power abides transfused from sire to son ;
The boy feels deeper meanings thrill his ear,
That tingling through his pulse-life long shall run,

With sure impulsion to keep honor clear,
When, pointing down, his father whispers, 'Here,
Here, where we stand, stood he, the purely great,
Whose soul no siren passion could unsphere,
Then nameless, now a power and mixed with fate.'

We need such exercises for the uplift it gives to the child's life, for the spur to prick every faculty and bring it into action. The field of literature is vast, and there is no limit to the variety that may be given to such entertainments. It opens to the teacher a field for psychological study.

In what better way can one study the bent of mind, the moral twist of the intellect, than by noticing the effect produced upon the child's mind by the "Vision of Sir Launfal," or any selection he may be called upon to interpret? The teacher may make it an aid to the thought conveyed in the words of Menander:

"The maxim, 'Know Thyself,' does not suffice;
Know others : know them well, that's my advice."

The system of district libraries is one of the wisest provisions of the school law. With care in the purchase of books, and yet more care in guiding the children in what they read, great good may result. The love of books lies dormant in many children, and only needs the light to cause it to spring into life.

ROBERT COLLYER'S EXPERIENCE.

Robert Collyer, writing of his boyhood, has this to say: "I could not go home for the Christmas of 1839, and was feeling very sad about it all, for I was only a boy; and sitting by the fire, an old farmer came in and said: 'I notice thou's fond o' reading, so I brought thee summat to read.' It was Irving's 'Sketch Book;' I had never heard of the work. I went at it and was as them that dream. No such delight had touched me since the old days of Crusoe. I saw the Hudson and the Catskills, took poor Rip at once into my heart as everybody has, pitied Ichabod while I laughed at him, thought the old Dutch feast a most admirable thing, and long before I was through, all regret at my lost Christmas had gone down the wind, and I had found that there are books and books. That vast hunger to read never left me. If there was no candle, I poked my head down to the fire; read while I was eating, blowing the bellows, or walking from one place to another. I could read and walk four miles an hour. The world centered in *Books*."

The formal study of grammar is necessary, but is often introduced too early in the school life. Its study is *not necessary* to correct use of language, and it should come at a time when the powers of reason are somewhat developed.

TECHNICAL GRAMMAR.

All the grammar the child can profitably assimilate up to the time of entering the ninth year, can be given in connection with the reproduction work in science, the study of composition and literature. The absurd system of diagramming ought to be relegated to the educational garret. It presents a most admirable means of wasting time, and cumbering the mind with useless lumber. To follow out the various crazy-quilt patterns of diagramming to reach the few and simple relations of English speech, can serve no good purpose in the economy of the school-room.

Sweep away all such cobweb systems and do not bring the child to the study of these relations until he can see "That in speaking or writing English we have only to choose the right words and put them into the right places, respecting no laws but those of reason, conforming to no order but that which we call logical."

The teacher should work language and literature as one mine, dig deep into its hidden recesses, and find delight in every fresh discovery. Little success can be reached in these studies, unless the teacher has a true love for literature. Half-hearted interest is, if possible, more fatal in this than in any other work of the school.

THE TEACHER SHOULD LOVE BOOKS.

He must feel the friendliness of books, must have in some sense an air of familiarity with them, and show by his conversation that he has drawn thence inspiration to guide and ennoble life.

"No profit goes where is no pleasure ta'en."

In all grades of the school there is an aversion to *hard work*, and unfortunately many of our text-books are written to foster that aversion. The literary classics are annotated and reannotated. Every study must be explained, simplified, illustrated, *brought down*, made easy.

Mental laziness is a prolific source of ignorance, and if the school is to discipline the mind, there must be hard study, there must be tasks that try the brain and test the power of thought.

"This concession," says Dr. Hulbert, "ending in platitude, as it commonly does, is a crime. It is intellectual debauchery. It dooms society to a perpetual babyhood. Inspiration has thundered its decree against it; but in understanding be men! It requires some effort for a child to masticate and swallow its food; but what would you

think of that mother who, on this account, should eat the child's food for it? But such an act would be no more irrational, nor carry in it a greater cruelty than those authors and teachers evince, who so condescend to persons of low estate as to do for them what their maker ordained that they should do for themselves. Very many teachers, in all points of service, seem to be doing their work under the impression that the more they help their scholars and boost up, and boost them in, and boost them through or over their studies the better. This is not blunder, it is crime. It causes each great science

" * * * in the student's pace
To stand like a wicket in a hurdle race,
Which to o'er leap is all the courser's mind,
And all his glory that 'tis left behind."

If the teacher by his inspiration leads even a few pupils to see that they are something more than creatures of "gravity, custom and fear," that labor is its own reward, that each task well done brings a sense of power, he has not taught in vain. If, under his care, the child's mind has opened to a knowledge of the true and beautiful in life, to a love of purity in language, and a fellowship with good books, the teacher shall live again in the hearts of others; when death has sealed his lips he shall yet speak, and succeeding generations shall call him blessed.

The International Date Line.

That its location is not arbitrarily chosen, but depends upon existing circumstances, is the only conclusion at which we can arrive, says Allen Rockville Thorne in the *Journal of Education*, and explains:

Suppose that yourself and a companion start from home at sunrise, Tuesday, March 1, traveling in opposite directions, and agreeing to meet at a point 180 degrees distant, or exactly opposite your starting-point. You are east fifteen degrees each day, your companion west the same distance. As the fifteen degrees of longitude are equal to one hour of time, your companion's day will be one hour longer, or twenty-five hours, while your day is an hour shorter, being but twenty-three hours. To travel 180 degrees at this rate requires just twelve days, and you will reach your destination at sunrise of Sunday, March 13, according to your calendar, which you have carefully kept. You have traveled twelve days of twenty-three hours each, or two hundred and seventy-six hours.

Your companion travels twelve days of twenty-five hours each, or three-hundred hours, and does not meet you until twenty-four hours after your arrival, making it sunrise of Monday, March 14. His calendar shows but twelve days from starting, which is Sunday, March 13. You have gained twelve hours by going east; he has lost the same time by going west, and there is just a day difference in your calendars. Had you remained at home and your companion traveled entirely around the earth, or had you gone but a short distance to meet him on his return, there would still be the difference of one day, whether the journey were made in twelve days, in twelve years, or by emigration from place to place in the course of centuries.

The islands of the Pacific Ocean were taken possession of and colonized by the civilized nations of Europe, coming from the east and from the west. The Spaniards, following Magellan, sailed westward, taking possession of the Philippine and other islands. The Portuguese first and later the French and English, following Vasco de Gama around the Cape of Good Hope, took possession of the principal groups of the East Indies, of Australia and New Zealand.

Between those colonized from the east and those colonized from the west, there is necessarily a difference of one day, as already explained,—Sunday, March 13, in the Spanish possessions being Monday, March 14, in the English. The international date line marks the limit of colonization from either direction, and lies between those nations which have come from the east and those which have come from the west. The cause of its location and its zigzag course is immediately understood. It was not arbitrarily chosen, but existed long before discovery, and was finally determined by a study of the direction from which colonization by civilized nations had proceeded.

Inducing Nature Study in Children.

BY C. H. MC GREW, M. PH., SAN JOSE, CAL.

Children, I was down to the seashore this morning and collected some very interesting little animals for our nature lesson. Here they are in this basin of fresh water. Look at them closely. See how they move about and tumble around. Now each of you take one in your hands, and examine it carefully, and tell me if you can what it is. "Oh, I have seen lots of them before!" "I know what it is, it's a water snail." "I got ever so many of those shells last summer."

No; it is not a water snail, but the shell looks very much like one. You cannot see the little animals, for they have drawn themselves entirely within their shells.

Here in this dish is one that has been in this fresh water for several hours and has come almost out of his shell. Don't shake him, but look closely. Fresh water seems to make them come out when left in it for some hours.

These are hermit crabs. They are the little animals that steal the shells or houses in which they live. The shells of other animals grow on them the same as the nails on your fingers. One time these shells grew on other little animals called whelks, and they died. Then these hermit crabs took these shells for their houses. They live in them to keep other crabs and fishes from eating them. They carry the shells with them wherever they go. You will see the shells all look much alike—only some are smaller than others. This is the kind of house they like best. But sometimes a hermit crab cannot find this kind and it has to take another kind for awhile. When he gets too big for his house he must find a larger one. Mr. and Mrs. Crab both often have a great deal of trouble in finding houses that will fit and suit them. When they are little baby crabs they have to have very little houses, and they have to keep hunting for bigger ones as they grow. If your eyes are very sharp you can sometimes see them on the seashore, turning over shells and looking into them, trying to find a new house. When they find a new house that suits better than the old, they leave the old very quickly and jump into the new, always going in with the tail first. They are very quick in their movements, because they are afraid. The hermit crab is a very cowardly little animal. Rather than fight for its life and be strong and brave, it will hide in its house from all its enemies.

Now let us see if we cannot get this crab in the dish out of its shell. It is already out a good way, and seems to be weak from being in the fresh water so long. I will pour off most of the fresh water and put in a little chloroform. See how limp and lifeless it looks now! Now I can pull it out of its shell. Here it is; let us examine it carefully. Naturalists say they only come out of their shells to remain when they are going to die. I have often pulled them to pieces trying to get them out. Look at it very closely. "Oh! it has one very big claw." "See what a big, worm-like tail it has." "See its little bits of legs."

"What makes one claw bigger than the other?"

"What makes its front legs bigger than the hind ones?" "It has a little hook on the end of its tail, and two little bits of legs." Can't you think why one claw is bigger than the other? Which of its legs does it use the most? "Why, its front ones." Yes; and that is the reason why they are larger. "And that is the reason why one claw is larger than the other?" Yes; and we learn from this that we must use our eyes if we want to see well, and use our ears if we ever hear well, and our hands if we ever learn and do well. We must use our whole bodies and minds in order to grow strong and wise. What do you think it uses its big claw most for?" "To crawl about." "To catch flies and bugs." "To turn over shells." Yes, for all these purposes. Can you imagine what that little hook on the end of its tail is for? Look closely at its shell. You will see it is twisted or spiral shape. If we could break it open we would find an edge or post down to the point through the center—much like this piece of paper is coiled. "Oh, I see; it hooks its tail on that edge to hold on to its shell!" Yes, that is what it uses the little hook for.

Now I will let you study the hermit crab for yourselves. Find out all you can about them. For your language lesson to-day, you may write me a story about the hermit crab, and draw a picture about its house and the animal. Be careful about your capitals and spelling and points. See how well you can write these stories. I would like to keep them for my own use.—*The School Journal*.

Some Good Problems.

1. Through a man's farm of 1,000 acres, lying in the form of a square, runs a railroad in a straight line diagonally. What does the right of way cost at \$200 an acre, the strip taken being 100 ft. wide?
2. A cylinder of iron one foot in diameter and 20 feet long is drawn out until it is four times as long; what is the diameter now, the form being preserved?
3. A square court, whose edge is 42 yards, is paved with 28,224 square tiles; find the surface of each tile.
4. A pond whose area is three acres is frozen over with ice to the uniform thickness of six inches. If a cubic foot of ice weighs 896 ounces, find the weight of the ice in tons.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The Course of Study in San Francisco.

BY IRENE VANSANT.

A late report of Superintendent Swett, to the Board of Education, contains matter that should be given serious consideration by those who are interested in popular education.

The average daily attendance of 32,183 in 1885, gradually decreasing to 30,119 in 1888, then gradually increasing to 33,163 in 1892, seems strange; and considering the constant and regular growth of the city, a phenomenon that is difficult to account for. Is it possible that in seven years—there having been during that time no unusual mortality among children—the proportion of children to adults can have so greatly decreased? This idea cannot be entertained for a moment.

Then, clearly, the children are either remaining out of school, or are attending private schools.

That any very considerable number remain out of school, is not true; therefore, it must be conceded that private schools are increasing in attendance, at the expense of public schools. A little consideration will convince one that such is the case. Private schools, parish schools, especially, are crowded to overflowing, and are increasing in number.

No effect is without a cause, and every effect must be in some degree commensurate with its cause; now the fact that some parents desire to have their children educated in accordance with their own religious tenets will not wholly account for the increased attendance in these schools, and the corresponding decrease in the attendance of the public schools. It is evident then, that there is some other cause for the great defection from the public schools.

In my opinion the course of study is in a great measure responsible for the state of affairs.

In the lower grades—that is, during the first years in school—children under the guise of "observation lessons," are taught astron-

omy, zoölogy, entomology, botany, physiology and physics. Grammar and drawing are also to be taught to children in these grades.

An eminent authority in educational matters has lately stated that the age of inquiry does not begin until the seventh year or later; so by forcing these subjects upon the child before his brain has developed sufficiently, that his curiosity is aroused regarding them, a positive and lasting injury is inflicted upon him.

Now in all this hodge-podge of miscellaneous study, for which the child's mind is insufficiently developed, much valuable time is consumed, and an infinitesimal amount of information acquired, information that would be assimilated naturally, and almost without effort, at a later period of school life; and even if not so acquired, a large proportion might be consigned to the limbo of unlearned learning without seriously crippling the small man's hopes of future usefulness.

The object of education is to prepare the pupil for the actual business of life, that is, to fit him to choose more wisely and prosecute more successfully, the industry by which he shall earn a subsistence for himself and those dependent upon him. In just the degree in which the instruction keeps this point in view is it successful.

Then, more especially in the first years of school life, the teacher should keep constantly before his mind's eye, the fact, that very many of the children must leave school early to enter the ranks of labor, and considering this fact, only the most essential studies should be pursued; those studies best adapted to the stage of development of the pupil, necessarily also, those in which he will be most successful, and those that will be most useful to him, whether his educational opportunities are liberal or limited.

It has been said that the alphabet is the key to all knowledge. True, but provided with this key only, very few of our American youth would take the trouble to unlock the stores of knowledge. But give the key one turn; give our youth the ability to read; to read well and easily; so familiarize him with reading, that he pronounces the words without effort, and assimilates the printed thought as easily and unconsciously as the spoken one, and he will indeed have entered into the stores of accumulated knowledge. The trite yet often quoted assertion, that one knows only what he observes for himself, is as mischievous and fallacious as any of Poor Richard's maxims. The habit of close and critical observation should be cultivated, or at least be not allowed to lapse from disuse; still if each

student must begin the acquisition of knowledge by fingering and peering, surely the advancement would be at a snail's pace. Not so; we read of the discoveries of great minds, we assimilate this knowledge; then if we have the ability we proceed from this basis to new and independent discoveries, which in their turn are made the basis for further advancement.

But to return to our neophyte in the pursuit of knowledge. When he reads as easily as he walks or runs, he will probably like reading as well as he likes walking or running. This should be accomplished in the first four years of school life.

The first year in school, from five years of age to six, should be devoted to kindergarten work and games, with the addition of twenty to twenty-five simple words learned from illustrated charts, and recognized at sight in their printed and script forms. The children should be provided with slates, and should be encouraged to write on slates and blackboards; but writing should not in this grade be compulsory.

In the first grade, or second year in school, reading and writing should be the only compulsory studies, and three-fourths of the time should be devoted to reading. At first thought this would seem to be very monotonous, and to lack the variety so attractive to children. Not necessarily so. There should be an infinite variety of reading. First, the child's own reader, then at least three sets of supplementary readers, then stories may be written on cards and distributed to be read, and copied for busy work and for practice in writing. Then there is the blackboard, an inexhaustible source of interest. A drawing may be placed upon it, a sketch of something that touches child life, and with a little guidance and assistance, the children will compose the story themselves, and read it with all the more interest.

Two reading lessons every day, without hurry, because the program for the day calls for a lesson in zoölogy, to begin at a certain fore-ordained minute, would accomplish so much that, before the end of the year, reading, instead of being a hated drudgery, as it too often is all through the Primary grades, would have become a source of pleasure, for it is natural to children of all sizes and ages to like doing what they do well.

Neither is it necessary to forbid the 'ologies and 'osophies. If this should be left entirely to the teacher's judgment, no doubt, in the odd moments that sometimes occur, there would be most interesting

conversations, when opportunities for asking questions would be given to those who had reached the questioning age, and those who had not would be allowed to peacefully grow to that stage.

Then in the third year of school life, arithmetic comes in naturally. Children so taught will read well enough to understand simple problems, and the novelty will give the subject an added interest.

In the fourth year geography should be begun, and in the fifth, or last year in the Primary School, grammar should be taken up.

The object aimed at should be to give the pupil a thorough groundwork in each branch of study before beginning another, and to take up but one new thing at a time, and as far as possible let each new study be absolutely new at the time of beginning. In the fourth grade the daily newspapers should be used for supplementary reading.

If such changes as are here outlined were made in the course of study, the public schools would soon regain the position they once occupied in the estimation and patronage of the public. But when parents find their children in the Grammar Schools unable to read clearly and fluently an article from the newspaper, hampered in every study by inability to seize the idea, because all the power of the mind is necessarily absorbed in the effort to pronounce the unfamiliar words; is it strange that progress being so unsatisfactory, the children are being sent to private schools, or taken out of school altogether?

There has been and is much talk of enriching the curriculum; verily as the curriculum has been enriched, the class-rooms have been impoverished. Before the mental dyspepsia engendered by this rich curriculum has become chronic, let us implore the powers that be to apply the remedy.

Pedagogy at Stanford University.

BY WILL S. MONROE.

Leland Stanford, Jr., University, when it opened last September, organized with a full Department of Education. Prof. Earl Barnes, in charge of that department, was one of fifteen of the first installment of professors chosen. That this department in the new institution commended itself to the teaching fraternity, is evidenced by the fact that eight students matriculated in education—three for graduate work. With his fine training, wide travel, and strong personality, Professor Barnes is sure to make the Department of Education as popular as it is helpful.

Nine courses are offered to teachers for the coming year. Professor Barnes himself will give the work in the history of the development of the European intellect, the intellectual development of America, studies on children, school organization and management, comparative study of European school systems, historical and critical study of Thomas Platter's "Leben" and Fénelon's "L'éducation des Filles," and methods of teaching subjects in secondary schools. Professor Barnes will also conduct a pedagogical seminary, for the study of special educational questions. These courses are open not only to teachers who wish to take the full four years' course with education as a major, but also to such as may wish to study at the University for a limited time.

Besides the eight courses above enumerated, Dr. Thomas Denison Wood will give a course to the students of education on school hygiene, anthropometry, and physical training. Dr. Wood stands second to no one on the Pacific Coast, and his work in physical training and kindred subjects is sure to do much for the school children of America, in the way of providing better built, ventilated, lighted, heated and seated school houses. Dr. Wood is not only a scholar in the best sense of the word, a physician of rare skill, and a specialist in physical training, but he is, withal, a man of choice traits of character.

Dr. Frank Angell, who studied in Germany for several years with Wundt and others, will have charge of the work in experimental psychology. Dr. Angell stands in the first rank of the American school of physiological psychologists, and his work in education promises to be of a high order. He comes to Leland Stanford, Jr., University from Cornell University, where his work has received much praise.

THE story is told of Edwin Arnold, that a woman who was sitting near him at a public table and who did not know who he was, fell in conversation with him and talked rapturously of Christian Science. When she had done, he said, "Really, all this is new to me. Would you give me the name of some book I could read on the subject?" "Yes, I advise you to read the best book that has yet appeared on the subject,—'The Light of Asia.' "

THE Emperor of China is learning to speak English. Well, when he comes to pronounce such words as bough, cough, dough, and the like, he will find it tough.—*Rough Notes*,



W. A. KIRKWOOD,
Superintendent of Schools, Contra Costa County.

Superintendent Kirkwood.

W. A. Kirkwood, Superintendent of the schools of Contra Costa county, was born in Victoria, Australia, in 1857. Moved with his parents to Contra Costa county, California, in the spring of 1868. Has resided there ever since, with the exception of the time spent attending the State Normal School at San Jose, and one term spent teaching school in Yolo county.

Graduated from the San Jose State Normal School in June, 1882. In July, 1883, was elected Principal of the public school in Black Diamond, in which position he remained until elected School Superintendent in 1886. Was re-elected in 1890, and is serving his second term.

The favorable location of Contra Costa county, together with the length of the school term, makes it a desirable place for teachers. It follows then, that at the head of the village and town schools are found men of good ability. The fact that Mr. Kirkwood was selected from among these to fill the responsible place of Superintendent, speaks well for his ability to win friends—his re-election demonstrates his power to keep them. The progressive spirit in the schools of this county was evinced in the fact that it was the first county in the State to formally graduate pupils from its Grammar Schools, under the law providing for such graduation, through County Boards; Alameda county was second. For years it has been the practice of the Board to publish an annual report of the classification of schools and grading of all the pupils in the county.

This report in pamphlet form, and the only one, we believe, issued in the State, has been a source of great satisfaction to pupils, teachers and patrons, and has done much to awaken and keep alive a keen interest in the work of the schools. All honor to little Contra Costa, and continued success to its Superintendent.

THE total amount received from the Government for Indian schools during the last five years by the Methodists, has been \$33,345, the Episcopalians \$102,000, the Friends \$140,000, the Congregationalists \$183,000, the Presbyterians \$286,000, and the Roman Catholics \$1,989,000. These totals include some incidentals not given in the report of the Superintendent of Indian schools. The Methodists and Baptists will, in the future, refuse to accept any appropriations from the public funds for their ecclesiastical enterprises.

NORMAL AND SUMMER SCHOOLS.

Graduating Exercises of the Los Angeles State Normal School.

The graduating exercises of the class of '92, of the Los Angeles Normal School, took place in the Grand Opera House, in Los Angeles, June 22nd. The building was filled from the parquette to the gallery with the friends of the graduates, long before the hour set for the exercises to begin.

The stage was handsomely decorated with flowers and evergreens, and every available space on the first floor was taken up by floral offerings that were handed over the footlights as the various graduates completed their numbers on the interesting program.

The words of the class song, by Yetta F. Dexter, were as follows:

I.

Softly, ah, softly,
Sing of the past years,
As o'er us swiftly the thronging memories steal,
Past times are ever dear,
Thoughts of each fading year
Linger, and softly their rosy tints reveal.
Softly, ah, softly,
Sing of the morrow
Which is now dawning in crimson beauty bright.
Sing softly.

II.

Gladly, ah, gladly,
Sing of the future ;
Hope is our guide as we climb the mountain side ;
May the new path be bright,
With a clear golden light,
And in our hearts may sweet peace and joy abide.
Softly, ah, softly,
Sing of the partings,
Now that as classmates we meet again no more.
Sing softly.

The graduating class was composed of the following ladies and gentlemen : Carrie M. Arnold, Maggie Brown, Minnie Campbell, Bertha Chamberlain, Mattie Clark, Louise E. Clark, Harriet H. Conkling, Annie Cook, Marian Cook, Nellie Davis, Yetta F. Dexter, Sadie Dickson, Edward Dolland, William W. Donnell, Robert L. Durham, William N. Ent. Edith H. Field, Eleanor G. Finch, Eunice M. Finch, Jeannette Fox, Eva Griswold, C. Marie Halvorsen,

Florence E. Hard, Bessie E. Harris, Lizzie F. Hassheider, Emma E. Haughawout, Anna L. Holmes, Carrie L. Holmes, Flora G. Howes, Maud P. Howlett, Mary E. Johnston, Annie B. Keiller, Henry Kerr, Ida A. Knall, Mabelle L. Lent, Emma E. Lillie, Mira Lord, Clara E. Lum, Mary F. Maitland, Mary S. McCoy, Geo. W. Monroe, Linella Morgan, Regina Nauwerth, Etta V. Neibel, Annie R. Noble, Mary G. Overman, Sadie T. Pepper, Burney Porter, Clara M. Preston, Stella Price, Sarah L. Putnam, Clara C. Rannels, Cora A. Reavis, Clara L. Robertson, Eva A. Rockwood, Carrie B. Scull, Nellie J. St. Clair, M. Emma Taylor, Hadassah Thomas, Mary E. Thompson, Gertrude E. Ticknor, Pearl Tritt, Rosa M. Tyler, Emma Waglie, Agnes M. Wallace, Henrietta Welte, Annie F. Williams, Lillian A. Williamson, Virginia B. Williamson, Jennie B. Wylie, Stella E. Young.

California School of Methods.

This school for teachers and kindergartners held its summer session in the Normal School building at San Jose, July 6th to the 27th. Sixty students were enrolled, including the members of the San Francisco and San Jose Kindergarten Training Schools, and other teachers. The History of Education was presented in a series of interesting talks by Miss Ora Boring, of Stanford; the Study of Children and Psychology by Professor McGrew; Kindergarten and Primary Work by Mrs. E. H. Green, of the Professional Kindergarten Training School, San Jose; Free Hand Drawing by Professor B. C. Brown and Miss Ames, both of Stanford; Apparatus Making by J. E. Addicott, of the Manual Training Department of the Normal School; Observation and Nature Lessons by Miss R. F. English, of the Normal School; Professor Randall and Miss N. C. Kilday, of the same school, participated, the former on Methods in Physics, the latter on Methods in Reading and Language Expression. Because of other attractions and duties a number of those on the program failed to participate, thus throwing additional labor upon Professor McGrew, who changed the daily programs to meet these contingencies.

An interesting and very practical feature of the session was the model Kindergarten School conducted during two hours of each morning by Misses Lizzie Mackenzie and Emma Kooser. A half hour at the opening of each morning session was devoted to general exercises, including Kindergarten songs, and short talks by the managers. There were no afternoon sessions of the school. The evenings were spent in social gathering.

The Educational Council had three meetings, on the afternoons of July 13, 14, 15.

"The Genius and Character of Columbus," was the topic for discussion on the 13th.

On the 14th the topic was, "The Course of Study in our Public Schools,—what changes are necessary to adopt it to the growing nature of children."

As usual this subject evoked a lively discussion, the chief participants being Professors McGrew and Rattan, Mr. A. M. Ayers, of Hanford, Mrs. E. G. Greene and F. K. Barthel.

A committee appointed to present the gist of the discussion, made the following report which was adopted at the next morning's session :

WHEREAS, Experience has proven that the kindergarten is a necessary and valuable adjunct of a Public School System; and

WHEREAS, The work of our teachers is impaired and hampered by the arbitrary and unscientific courses of study as prepared by County Boards of Education.

WHEREAS, Our public schools do not reach the highest attainable results, principally because of lack of professionally trained teachers, therefore,

Resolved, That it is the sense of the teachers and kindergartners assembled at the California School of Methods, first, that the kindergarten should be incorporated by law as a part of the public school system; secondly, that the course of study for our public schools should be uniform throughout the State, and prepared by the State's ablest educators; thirdly, that none but professionally trained teachers should be employed in our public schools; and furthermore, that the teachers of our common schools, in order to develop individuality, should be allowed a larger degree of freedom, as is given the teachers of our higher institutions of learning.

On the 15th, Professor McGrew lead the discussion of the following: "The Study of Children and Psychology of Childhood. How is the Study of Children and their Developing Minds to be made a scientific guide in teaching, and a personal and professional duty with our teachers?"

Beginning on the 18th, President Jordan gave a series of lectures on modern science.

The comprehensive and excellent program, the ability of the instructors, the full class, the zeal manifested, the evident looking forward to better things in teaching, and a keen desire for a fuller preparation for it, all stamped the sessions as worthy of the profession, and prophetic of greater good yet to come.

In a quiet, unostentatious way Professor McGrew is sowing good seed.

The local press gave full reports of the proceedings, owing to the wise selection of a press correspondent in the person of F. K. Barthel.

The following list demonstrates the hearty support given to the school by Mrs. Sarah B. Cooper, the well-known kindergartner of San Francisco:

Teachers and kindergartners, San Jose—Miss Lela M. Rice, Mrs. C. E. German, Misses Emma Casey, Elma T. McNeal, Emma Koser, Lizzie Mackenzie, Gerty E. Shaver; Isabel McCracken, East Oakland.

Kindergartners—From San Francisco, Mrs. N. D. Johnson, Miss Laura Richards, Mrs. A. Roberts, Misses X. Roberts, Louise Daly, Celia Daly, Delle Hawkins, Hannah Eastman, Mary Farnsworth, Belle Scott, Cora Griffin, Lizzie Brown, Emma McCracken, Helen Afflerbach, Mary Eastman, Alice L. Chase, L. Gamble, M. E. Gamble, H. B. Griswold, Eva Taylor, Nellie Moore, Ada Moore, Eva Hare, Laura N. Pollard, Charlotte F. Williams, Anna Lehmkuhl, Mary Lindberg, Frances Sargent, Fannie Wyatt; Fannie Hamilton, Mayfield.

Teachers, San Jose—Franklin K. Barthel, Nellie Snowden, Miss S. B. Maybury, Elizabeth Snead, Inez A. Chase, John G. Jury, Maud Wieland, Belle Mackenzie; Miss Ida C. Carter, Sonora; K. B. Piper, Plymouth, Cal.; Miss Mary R. A. Yore, Downieville; Miss Mary Mansfield, Columbia; Woodland, Misses Fannie and Sadie Phillips; Angels Camp, Miss J. G. Bund; Lemoore, A. M. Ayers; Alameda, Mrs. J. S. Barbson; Benicia, Mrs. Lillie R. and Allie M. Dürner.

Chautauqua Summer School of Methods, Pacific Grove.

As the indications were that the class would not be large, instructors and students took advantage of the other opportunities offered for improvement in special lines. Among these were the study of marine zoölogy at the Stanford Aquarium and the talks upon the same by Professor Ritter, of the State University. At the former, from 8 to 10 A. M. each day, quite a large class, including Professor Monroe, Miss Schallenberger, Miss Louise Smyth, Miss Anna

McCracken, and the editor of the JOURNAL, studied the echinodermata in the real, and were delighted with the talks of Professors Gilbert, Jenkins and Thoburn.

National Educational Association.

At the N. E. A. meeting held at Saratoga in July, one of the Round Table Conferences was placed under the direction of Professor Earl Barnes, of Stanford. The subject was "The Development of the Ideas and Feelings of Sex in Children." The discussion was arranged to follow these lines:

The Literature of the Subject.

Methods of Studying the Subject.

Intellectual and Ethical Differences between Boys and Girls.

What They Are.

When They Appear.

Along what Lines They Develop.

First Appearance of Sex Questions in the Child's Mind.

Effect of Repression.

Effect of Giving Information.

The Introduction of Bad Imagery into the Child's Mind.

Its Source.

Antidotes.

Practical Effects of Co-Education on Children Under Twelve.

Attitude of the Teacher Towards "Secret Habits."

How Best to Organize and Conduct a Systematic Study of this Subject.

Certainly a profound and fruitful theme.

EDITORIAL.

THE Trustees of Dartmouth College have conferred upon Ira G. Hoitt, Ex-State Superintendent of Public Instruction, the Honorary Degree of Doctor of Philosophy.

WE have received only a few lists of District Clerks; consequently, the JOURNAL is again mailed, in most instances, to the Clerks whose terms expired June 30th. They will oblige by handing over to their successors.

SOME inexcusable misprints appeared in the article by Prof. Syle, in the July JOURNAL. "Jones' Latin *Place* Composition" should read, "Jones' Latin Prose Composition," and "Abbott's How to *Please*" should be, "Abbott's How to Parse." Several misplaced commas add to the aggravation.

It is to be hoped that Superintendents of Counties and Cities, and Boards of Education will actively interest themselves in making the best possible exhibit of school work at the Worlds' Fair. The scope and quantity of the exhibit, together with the size and quality of paper, etc., will be indicated by the Committee through circular letters and the educational press. The limited apportionment received from the State Commission precludes the extension of financial assistance to the cities and counties. The expense of *preparing the material* must therefore be borne by the district, city or county. In the main, the mounting of the exhibit and the expense of shipping to San Francisco, and thence to Chicago, and return, if found desirable; also the preparation of booths, racks, etc., and care of the same by competent persons during the six months of the exhibition, all this will be paid from the \$5000 granted to the State Committee.

While it was at first thought best to call for work from only three schools in each county (exclusive of the larger cities), upon further consideration the Executive Committee has concluded to call for specimens from *four* times this number of schools or classes. It has done this for three reasons: first, to interest a larger number of schools; second, to make it easier for County Boards to select; third, in order to have such a quantity of material as shall enable the parties in charge of the exhibit at Chicago to change the exhibit as it becomes affected by exposure and handling.

It is suggested that Boards may, from their knowledge of the work of the schools under their jurisdiction, indicate at once the schools that shall represent the county or city; or the County Superintendent may call for an exhibit of all the schools at the Institute, or earlier, and from the showing thus made let the Board, or a Committee appointed by the Institute, select the schools whose work shall be taken.

During the month of August, Superintendents and Boards will receive such information from the State Committee as may be immediately needed. The San Francisco headquarters of the Committee will be in the Flood Building, Fourth and Market Streets, Room 73. Teachers will be welcomed there each Saturday, from 10 A. M. to 5 P. M.

Union High Schools in Alameda County.

Union High School District No. 3 opened school July 18th, in Haywards, Leslie A. Jordan, B. L., of the University of California, Principal; Miss Gertrude E. McVenn, Assistant.

This High School comprises seven school districts, surrounding and including the thriving town of Haywards, now connected with Oakland by twelve miles of electric railway. With No. 1 at Livermore, and No. 2 at Centreville, it fairly covers all the territory in the county, outside the cities of Oakland and Alameda and the town of Berkeley, each of which has a well established and excellent High School.

The problem of facilities for a High School education is therefore fairly solved in Alameda County, for such a school is now brought almost to the home of every ambitious youth in the county.

In charge of devoted and competent teachers, established in two cases by an almost unanimous vote, and in the third (where the ambition of rival villages was manifested,) by a fair majority, in wealthy communities that appreciate educational advantages, these schools should prosper. When the novelty wears off, their continued prosperity will depend, first, upon the ability and character of the teachers; second, upon the adaptation of the courses to the wants of the community. The matter of making them "feeders" to the University, although contemplated by the Legislative Act, must not be the absorbing, paramount idea. While this union should be held up as desirable, and should be made possible, comparatively a small number of those who enter or those who complete any course in such a school, will enter a university.

It is therefore right and proper that the conditions and needs of the great majority of the prospective students should be considered in the provision of courses, which, while they will not admit to a university, will still be a great step in advance of the ordinary grammar school, and thus keep the school *near the people*.

The schoolmaster should always lead, but not so far in advance as to be out of touch with the body of his patrons.

Principal Jordan, of Haywards, with this same thought in mind, announces in addition to the university preparatory course, the following:

COMMERCIAL AND INDUSTRIAL.

Those who may not wish to prepare for the University will be permitted to pursue, under restrictions, such branches as they most need. To this end the fol-

lowing short courses have been provided: (To be finished in one year by those properly prepared. Students may enter for less time).

Commercial-English—Arithmetic, Grammar, Composition, Reading, Book-keeping, (single and double entry, Rogers & Williams); Writing, Civil Government.

Industrial-English—Arithmetic, Grammar, Composition, Reading, Book-keeping, Writing, Civil Government, Geometry, Physics, Industrial Drawing.

Horticultural-Agricultural-English — Arithmetic, Grammar, Composition, Reading, Book-keeping, Writing, Civil Government, Botany, Entomology, (Chemistry, with laboratory practice, contemplated); Physics, Geometry and Industrial Drawing optional.

In his prospectus he also adds the following:

"NOTE.—The above prepares for all of the courses of the State University at Berkeley but the two technically known as the "Classical" and the "Literary." To prepare for the first, a long course in Greek would be necessary, a long course in Ancient History and Geography, and twice the Latin above prescribed; for the second or Literary course, a long course in Ancient, Mediæval and Modern History, twice the Latin and twice the English. In neither course are there compensating exemptions, except in Physics. Average graduates from the eighth grade of the Grammar Schools cannot generally prepare for either course in three years. The exceptional student may be able to do so by extra private study. It is the opinion of the instructors of English in the University, that, as 60 per cent. of the English words in use are from the Latin, and as the study of the Latin Grammar gives a better knowledge of the English construction than is gained without it, a short Latin course and a short English is better than a long English course without Latin, even for scientific students. It will be seen that this High School supplies pupils with Latin and English courses, and these are extensive and thorough enough to meet the ordinary literary and classical demands of students, whether they pursue University courses or not. To accomplish more would require larger facilities and more teachers than are at present justified. It will be seen, also, that there are but two courses of preparation for the six University colleges mentioned, and but two courses for graduation from the Literary and Scientific Departments of the High School. As in the Grammar Schools, industrious and attentive students only will be able to pass the annual examinations for promotion; some may therefore find it necessary to devote more than three years to the course. Like industry and attentiveness will be required to complete the Commercial and Industrial courses in one year. In the review of the Grammar School branches prescribed, especial effort will be made to have unmastered difficulties overcome. Pupils desiring to prepare for the "Classical" or "Literary" courses, or for teachers' examinations, will find the main portion of the preparation prescribed above. The remainder may be studied privately until the curriculum is extended. The demands of the public are thus met as thoroughly as possible the first year."

The difficulty, in our opinion, with Professor Jordan, in this case, and he is cited because his school is a type, lies in the attempt to provide too many courses, thus scattering his efforts and confusing the

pupils and the public. As pupils are not admitted until they have completed the eighth grade, "Writing and Reading" seem to add to the length of the list without any good reason therefor. Having provided a main course, leading to the University, it seems that one more should suffice, that might well fall short of the first, and be strong in Bookkeeping, Geometry, History, Civil Government, English, and Industrial Drawing. The University furnishes us with the first; a wise choice by the Principal, from among the studies called "practical," should determine the second

The County Board of Education grants grammar school diplomas upon examination at the close of the eighth year, and pupils holding such diplomas are admitted to the High School without further examination. We shall watch Nos. 1, 2, and 3 with much interest.

E. H. Walker, of the Kirksville, Mo., State Normal School, is in charge at Livermore. Mr. Wentworth and Miss Crocker, both of the University of California, have charge at Centreville. At Haywards and at Livermore, the High School class is in the same building with the lower grades. In Centreville it is in a separate building, which is to be preferred.

The Electricity Building, World's Fair.

Our frontispiece is a representation of the building for the department of electricity at the World's Fair. In respect to general style, and in loyalty to scholastic types, it belongs to the French Renaissance architecture. As far as practicable the decorations of the building are devised to suggest its uses, the conventional embellishments being varied by the frequent recurrence of the electro-magnet and lamp, and the recesses being enriched with color. It is intended to illuminate and emblazon the architectural features at night with an electric display of unprecedented interest and magnitude.

A Great Day.

State Superintendent Anderson is taking an enthusiastic interest in the celebration of Columbus Day, and we trust that he will have the hearty co-operation of every patriotic school official and teacher in this State. The occasion will be as grand as it is unique, and it is peculiarly fitting that the public schools throughout our entire country should join in making it one of the most impressive and memorable in our history. Let every trustee, teacher and pupil take an active part in this commemoration.

Official



Department

J. W. ANDERSON, - - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - - Deputy Superintendent Public Instruction

The following decisions have been rendered since the report for July number of the JOURNAL:

380. Organs are school furniture, and cannot be purchased with Library Fund.

381. Section 1617, subdivision 9, and Section 1662 of the school law authorizes the admission of children under six years of age to classes in cities in which the kindergarten work has been adopted. These children, as in the case of children in the Grammar schools who are over seventeen years of age, are included in making up the average daily attendance.

382. There is nothing in the law governing the schools of this State which authorizes the payment of salary to any member, or to any clerk, of a Board of Trustees.

383. A Board of Education and a Board of Trustees are public bodies. Meetings thereof must be public; and any party has a right to be present thereat.

384. In case of a tie vote at an election for Trustees there is no election, and the old Trustee holds over. Section 1067 of the Political Code does not apply to the election of Trustees.

385. The location of school-houses can be changed only as provided in Section 1617, subdivision 20, of the Political Code. If the electors of the district, at a meeting held for that purpose, vote to change, the Trustees must comply with the instruction given by such meeting.

386. The Superior Court is the only power that can declare an election illegal, or void. Neither the State nor the County Superintendents are judicial officers; they have no power to declare an election illegal, or void.

387. When objection is made by any elector of the district, the Trustees are not at liberty to let the school-house for other than school purposes, unless instructed so to do by a meeting of the electors as provided in Section 1617, subdivision 20, of the Political Code.

388. According to Section 1617, subdivision 1 of the Political Code, Trustees must transact their business at regular or special meetings called for the purpose, notice of which shall be given to each member. If this law is not complied with any business transacted is illegal.

389. Trustees cannot expend the County Fund of their district in the purchase of an organ for the school until after an eight months' school has been maintained.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION,)
SACRAMENTO, CAL., July 20th, 1892. }

To Superintendents and Teachers of the Schools of California:

The four hundredth anniversary of the discovery of America will be marked in Chicago by the dedication of the grounds of the Columbian Exposition. It will be a most memorable occasion, and will present to the public schools of this great land such an opportunity as may never again be witnessed. Hence, the striking fitness of making this the occasion for such a public school demonstration as "will give prominence to the common school as the fruit of four centuries of American life."

The proper celebration of the day should enlist the heartiest coöperation of every teacher and of all friends of that system of free education which has been so powerful a factor in the progress and prosperity of the great American people. There can be no more fitting occasion to imprint upon the minds and hearts of our young people valuable lessons of intelligent love for the land, and the institutions of the land, in which their lots are happily cast. Thirteen millions of pupils on this day, by proper celebration in our public schools, will learn a lesson of practical patriotism that will never be forgotten.

It is to be hoped, therefore, that superintendents, teachers, and friends of education will enter enthusiastically into the work of preparing for this demonstration. The pupils of our schools will need only proper guidance; they will enter the work of preparation for the day with all the enthusiasm of young hearts; lead them, and the 21st of October, 1892, will be made as memorable in the history of the nation as the great event which it commemorates is in the history of the world.

It is the intention to extend this dedicatory ceremony to every locality in the Union. This can be done, and well done, through the instrumentality of the public schools. The children are to be the principal participants; the superintendents and teachers the leaders. Thus far California has a school record of which she may well be proud. She exemplified her interest in public education during the meeting of the National Educational Association on this Coast; she has in all times exemplified her patriotism; let us not be behind any of our sister States—even the older—in the interest which we take in the celebration of this great event.

Active measures for a celebration of the day throughout the land have been inchoated and carried forward by the World's Congress Auxiliary of the Columbian Exposition. The people of the nation are called upon to unite in a grand and enthusiastic demonstration, particularly making the PUBLIC SCHOOL, the grandest AMERICAN IDEA, the center of interest and importance.

In February last, at the meeting of the Department of Superintendence, in the city of Brooklyn, the matter of this celebration received that attention which its importance merited, and the control of the celebration was placed in the hands of the State Superintendents of the several States. An Executive Committee was appointed to formulate plans and direct the schools as to the general manner in which the day should be commemorated.

It is the intention to make the general features of the exercises of the occasion in the schools partake of the character of the exercises to be observed at Chicago. A general program will be issued by the Executive Committee on the first of September, and will be sent to you when received. This program will be uniform for all localities; simple, yet impressive, and worthy of the day. It will provide for a Morning Celebration in the school houses, especially designed for the pupils; and an Afternoon Celebration, designed for the general public. One of the chief features of this Official Program will be the raising and saluting of the flag, under whose ægis we enjoy all our blessings. It is therefore hoped that every school in the commonwealth will be provided with an American flag. If any of your schools is without a flag, enlist the interest of children, and through them the interest of the people, and thus you can readily procure one.

Begin the preparation for this occasion at once, and you will find that but little hindrance will be caused in the legitimate work of the school.

It is my intention to request Governor Markham to declare that day a holiday; and I am assured from his known interest in the cause of public education, that he will not hesitate to do so. Such action on his part will give to the parents and others full opportunity to unite with the children in adding to the pleasure and the profit of the celebration.

Now, Superintendents and Teachers, I shall look to you for aid. I can do but little; you are in closer intercourse with the people and the pupils, and you can do much. Do all in your power to enlist the coöperation of pupils, of people, and particularly of the local press. The press has always been a great co-worker in behalf of our schools, and I feel sure that we have only to ask and we will have the powerful assistance of our newspapers. Our cause is their cause. Whatever is done to help our schools will, by reflex, help the newspapers. Bring this matter to their attention, and they will soon make their power felt in warming up the enthusiasm of the people.

Let us unite, one and all, in the endeavor to make the celebration of Columbus Day in California not less grand than that of any sister State.

Respectfully yours,

J. W. ANDERSON,
Superintendent of Public Instruction.

CALIFORNIA SCHOOL ITEMS.

LET us make COLUMBUS DAY the most memorable in the history of the public schools of California.

POMONA wants two new public school buildings.

POMONA College will soon have a first-class printing office.

MISS M. BERTOLA has been elected principal of the Martinez Schools.

CONTRACTS will soon be let for \$400,000 worth of school improvements in Oakland.

THE \$17,000 bonds for the new High School building at Redlands have been voted.

THE El Cajon Union High School district has been organized in San Diego county.

THE Santa Cruz Schools have 29 teachers. 106 pupils are enrolled in the High School.

MISS WINIFRED PAINE, of the Redlands School, will enter Stanford University next term.

CITY SUPERINTENDENT HEATON, of Fresno, is spending the vacation in the Puget Sound country.

WINTERS, Apricot, and Buckeye School Districts have taken steps to organize a Union High School.

W. H. ADAMSON, of Lake county, has removed to Traver, where he will take charge of the public school.

A TWENTY-ROOM High School building for San Jose will be built soon. The contract has already been let.

T. J. UPDIKE, principal of the Sanger School last year, has been elected principal of the Porterville School.

MRS. KATE WHITTAKER has been elected as teacher of cooking in the Franklin Grammar School, San Francisco.

PROF. F. G. HUBBARD, of the State University, has accepted a position in the English Department of the University of Wisconsin.

PORT COSTA District, Contra Costa county, voted a tax, almost unanimously, for the purpose of furnishing additional school facilities.

THE Santa Maria Union High School comprises nineteen school districts. J. S. Denton is principal. Twenty-five pupils are enrolled.

ROBERT F. PENNELL, of the Marysville Schools, has succeeded principal Wallace, of the Stockton High School. The salary is \$2400.

THE old Red Bluff academy building, owned by Prof. I. S. Crawford of Santa Rosa and Mrs. Egan of Red Bluff, was destroyed by fire recently.

THE County Board of San Diego examined sixty-two applicants for certificates at the June meeting. About half the number were successful.

MISS JENNIE E. WHITE, a graduate of the Lock Haven State Normal School, Penna., has been added to the corps of teachers of the Riverside Schools.

PROF. BERNARD MOSES spent two weeks in July, doing University Extension work in Los Angeles City, and two weeks in the Summer School on Coronado Beach.

A. C. ABSHIRE has been elected principal of the Sonoma Union High School. He serves also as principal of the Sonoma Public School. J. B. Harton is vice-principal.

AT the Chautauqua meeting at Long Beach, and at the summer school at Coronado, the lectures on Literature by Prof. Melville Anderson, of Stanford, were a marked feature.

WATSONVILLE has organized a Commercial Class, and has placed Prof. N. I. Phillips, of the San Diego Business College, in charge. This is a practical move, and we look for good results.

PRINCIPAL Swafford, of the Petaluma High School, has received the nomination for Member of Congress from the People's Party and the Prohibitionists of the First Congressional District.

PRINCIPAL A. D. Tenny, of the Salinas High School, has been elected principal of the Mission Union High School, at San Luis Obispo. Miss C. M. Cushing, of the State University, is assistant.

MRS. JULIA BILLINGS, widow of Frederick Billings, who was for many years a trustee of the old College of California, has given \$50,000 for the endowment of a Professorship in the Oakland Theological Seminary.

PROF. A. J. MCCLATCHIE, of the Nebraska University, will have charge of the Science Department of Throop University. Miss Louisa Montgomery, of the University of Minnesota, will have charge of the classes in English language and literature.

PRINCIPAL A. H. BURNS will again take charge of the Davisville School. T. L. Herbert will have charge of the Yuba City School this term. Miss Nettie Treadwell, vice-principal last year at Porterville, has been elected principal of the Armona School.

W. S. CRANMER, of the Sonoma Union High School, has been elected principal of the Suisun School. C. C. Young, a graduate of the State University, has been elected vice-principal of the Santa Rosa High School. M. R. Trace is the new principal of the Cambria High School.

IN Alameda County as a whole, the ratio of men to women among teachers is about 1 to 8; in the city of Oakland about 1 to 12; in the city of San Diego, out of seventy teachers only two are men—Prof. Davidson, Principal of the High School, and the teacher of the Manual Training Department!

S. A. DAVIS, principal of the Smartsville School for a number of years, has been elected principal of the Mission San Jose School. Walter Maxwell is princi-

pal of the Cuyamaca Union High School, Julian, Cal. Jas. A. Tully, of the Lincoln School, Placer county, is the new principal of the San Ysidra School, Santa Clara county.

In San Diego city, acting under an opinion of the District Attorney, and Attorney-General Hart, the salary warrants of the teachers are paid through the County Superintendent in so far as these warrants are drawn upon the State of County School Fund. Warrants drawn upon the funds raised by municipal taxation are paid through the City Superintendent of Schools.

THE PLUMAS NATIONAL BULLETIN says: The Union High School Bill, passed at the last session of the Legislature, is proving to be very popular with the people. Numerous schools have already been established under the provisions of the bill. Plumas should not be without a High School. She cannot afford to be lax in educational matters. Other sections of the State are marching ahead, and why should not we?

SUPERINTENDENT SWETT reports an average attendance of 32,234 in the schools of San Francisco during July. This is the highest average ever reported, exceeding that of 1885 by 500. The total enrollment of pupils for the year was 46,172, distributed as follows: High Schools, 1,351; Grammar and Primary grades 39,939; Commercial School, 501; Evening schools, 4,381. The highest enrollment in any one school, is in the Lincoln Evening School, 2,606.

AN election was held on Saturday, July 30th, in Etna, Washington, Forks of Salmon, Union, Douglass, Franklin, McConaughy, Oro Fino, Quartz Valley, East Fork, Callahans, South Fork, and Sawyer's Bar School Districts, Siskiyou county, for the formation of a Union High School. The *Yreka Journal* remarks that this is a good move, and shows that the people of the districts named are wide awake in efforts to have facilities for giving their children the benefit of an advanced education. This Union district will probably locate the school at Etna, the most central point. Yreka should have a High School, either by union with other districts, or alone.

UNIVERSITY OF CALIFORNIA:—The University of California has at length filled the chair provided for several years ago, of the Science and Art of Teaching. The new professor is Elmer E. Brown, who for the past year has taken Prof. Hinsdale's place in the University of Michigan. Prof. Brown is a graduate of that University, and has fitted himself thoroughly for pedagogical work by his studies in this country and in Germany. He has taught in various positions, and is at home alike in the school, the Normal school, and the College courses. President Angell speaks in very high terms of his success the past year in the department of pedagogy. The Hon. Wm. T. Harris places him among the foremost of the promising men in that department. President DeGarmo, of Swarthmore College, himself one of the first authorities in pedagogy, named Prof. Brown as the most desirable man within the reach of the University. We doubt not that the teachers of California will welcome their new coadjutor, and that they will find in him an efficient worker and appreciative helper.

SONOMA COUNTY.—Sonoma county has 8,500 school census children. 129 districts maintained school last year eight months and over. Only four districts

had less than eight months' school. County Superintendent Martin, during five and a half years, has visited each school in the county annually, with but a single exception last year, the unexpected shortening of the term in one district causing the omission of the visit. There were 156 graduates from the Grammar Schools during the year. Five years ago there were but eight graduates. The effect of the increased number of graduations from the Grammar Schools is noticed in the large number of pupils from the county entering the High and Normal Schools and the University. In the recent examination for graduation from the Grammar Grade Schools of our county, there were 144 applicants for diplomas. Of these, 133 received diplomas from the Board. An excellent record for the children of the county. The three highest standings were 99.9-11 per cent., Mary Lynch, of Sebastopol; 97 per cent., Walter Rickett, of Redwood District; 96.8-11, Delia Schoemaker, of Sebastopol. In the class there were 56 who received 90 per cent., or over. This is perhaps the finest record in the State; and Superintendent Martin should feel very much gratified with it, since it is certainly attributable, in the main, to the indefatigable perseverance with which she has appealed to the industrious sense of both teacher and scholar throughout the county.

GENERAL EDUCATIONAL NOTES.

THE authorities of the University of the City of New York have decided to abandon the system of free tuition, and will hereafter charge an annual fee of \$100. Generous provision will be made for students needing aid.

FOR the first time in the history of the University of the City of New York the degree of Master of Arts was conferred upon a woman—Sarah J. McNary, of Newark, N. J., and for the first time the University granted the degree of Doctor of Philosophy to a woman—Mary B. Dennis, of Brooklyn. It is plain that women mean to avail themselves of educational advantages.

SUPERINTENDENT MISSIMER, of Erie, Pa., says: "If children know the elements of drawing, they can make a garden better, build a better fence, draw a straighter line, or lay out a better walk. Not a roll of paper, a belt of calico, or a bit of oil cloth comes from any manufactory without having a design on it first drawn by some person. There is not a piece of machinery made that was not built from a model, and this was made from a drawing. Yes, drawing is one of the most practical and useful studies of the schools."

PROFESSOR J. T. GAINES, of Louisville, Ky., proposed this psychological experiment for his school. The words "If at first you don't succeed," were written three times by one person, and three times by another. They were then handed around and each was to determine: (1) Which three are A's writing? (2) Which three are B's? (3) Which is A's natural hand? (4) Which is B's natural hand? (5) Which two are A's disguised writing? (6) Which two are B's disguised writing? What principle did each follow each time in disguising? Prof. Gaines says: "This is designed to demonstrate how the mind acts in acquiring what is called the 'handwriting.' If a teacher can understand this, he will not be a stumbling-block to the pupil, as nine out of ten are."

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MR. GRASBY, the English educator who recently so thoroughly examined the American School System, says of American teachers:—"The special feature of the English teacher is technical skill in practical teaching: that of the American, an educated and cultured mind. The time one has spent in teaching or learning to teach, the other has spent in study. The one has all along been subject to the influences of a narrowing occupation, and now oftentimes considers himself well-nigh perfect in his art; the other has been under the influences of a liberal training, is well versed in the principals of education, has had little practice in teaching; but is fully conscious of the fact, and therefore, ready to take advantage of every means to compensate for his lack. A conscious ignorance is often better than a self-satisfied knowledge. The average American teacher maintains better discipline with less force; is a superior educator, but less an adept than her English compeer in filling the pupil's head with facts."—*Popular Educator*.

PRESIDENT HARRISON, complying with the Act of Congress of June 29th, has issued his proclamation, making Friday, October 21st, a general holiday. This is the recognition of the movement to put the celebration of the 40th anniversary of the discovery of America into the hands of all the people by giving it to the institution closest to the people, and most characteristic of the people—the public school. The President says: "Columbus stood in his age as the pioneer of progress and enlightenment. The system of universal education is in our age the most prominent and salutary feature of the spirit of enlightenment, and it is peculiarly appropriate that the schools be made by the people the center of the day's demonstration. Let the National Flag float over every school-house in the country, and the exercises be such as shall impress upon our youth the patriotic duties of American citizenship."

LIBRARY TABLE.

MAGAZINES.

THE editor of *The Atlantic* asked Dr. Edward Everett Hale if he would bring together some of his memories in a series of papers on a New England boyhood, with special reference to the conditions of life in Boston in the early part of the second quarter of this century. The first article of this series is presented to the reader in the August *Atlantic*. The paper is delightfully reminiscent, and will be widely read.

THE *Magazine of American History* for August contains several illustrated as well as exceedingly readable articles, the first being a sketch of the "Historic Tea-party at Edenton, North Carolina, in 1774." Colonel Norton continues the "United States History in Paragraphs," concluding Alaska. There is an appreciative sketch of the late Professor Theodore W. Dwight, and an account of the great "Christian Endeavor Meeting" in New York City. Each of the departments this month are admirably filled. There is not a dull page in the number. Price \$5.00 a year; published at 743 Broadway, New York City.

SALT water fisheries of the Pacific Coast, an article in the series of industrial papers that have been running in the *Overland*, is an account of an industry the value and extent of which is little appreciated by most people that benefit by it. It is easily demonstrated that in variety and quantity of food, fishes of the Pacific in this part of its shores are wonderfully rich. These riches, only partly exploited as they are, and mostly by foreigners, Italians, Greeks and Chinese, constitute no little part of West Coast wealth.

THE August *St. Nicholas* is emphatically a vacation number; that is, an outdoor number, for Americans are usually sensible enough to make vacation mean out-of-doors.

No less than five articles deal with the salt seas: "Midshipman," The Cat," a description of a young kitten that lived aboard a yacht and took to the water as if it was amphibious; "A Quiet Beach," by the artist W. A. Rogers, a description of an ideally old-fashioned beach, with a lighthouse, a clambake, a beach-comber and other delights, and without booths, bangs, or boisterousness; "Signaling at Sea," and "What News?"—In Mid-Ocean," two accounts of how messages are sent from one vessel to another at sea; and "A Fishing Trip to Barnegat," telling how two boys and their uncle went out upon the bay and caught fish to their hearts' delight under the patronage of "Captain John."

The serial sketches and stories—nowhere so good as in *St. Nicholas*—are quite as attractive as these shorter articles, and there are, besides, the poems, bits of verse and the departments that round out the magazine into a delightful companion or the boat or cars.

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26 GEARY STREET, SAN FRANCISCO.

A DROWSY August afternoon, the light shimmering through the dense leaves of the broad-spreading beech-tree; a figure lying upon the grass holding in his hand a magazine—not too heavy—just heavy enough for easy holding—the *Cosmopolitan* for August; just the sort of reading matter for a midsummer afternoon—full of attractive illustrations.

The *Cosmopolitan* for August is unusually interesting. The table of contents is varied, and there is a profusion of illustrations. The illustrated article on "A California Farm Village" has a special interest to Californians.

THAT *The North American Review* stands alone in this country in the eminence of its writers, and that the topics treated in its pages are chosen with a rare judgment as to the inquiry of the public mind, are facts that are manifest in the August number of that publication. The *Duke of Argyll*, in his article "English Elections and Home Rule," presents with clearness one of the features in the argument of the opposition to the theory of Home Rule for Ireland. With an intimate knowledge of our political history, he charges that Irish Home Rule involves the principles that led to our Civil War.

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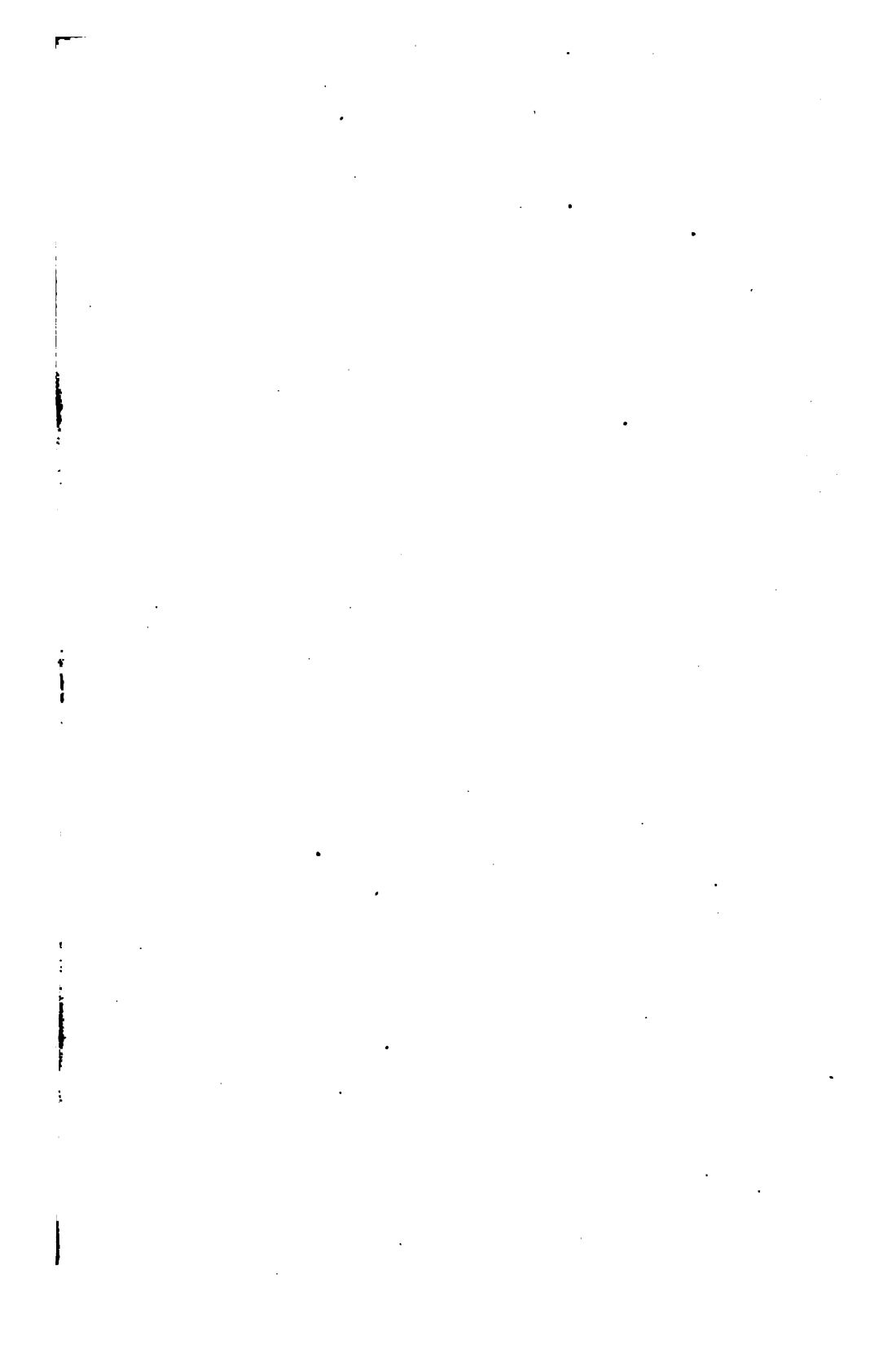
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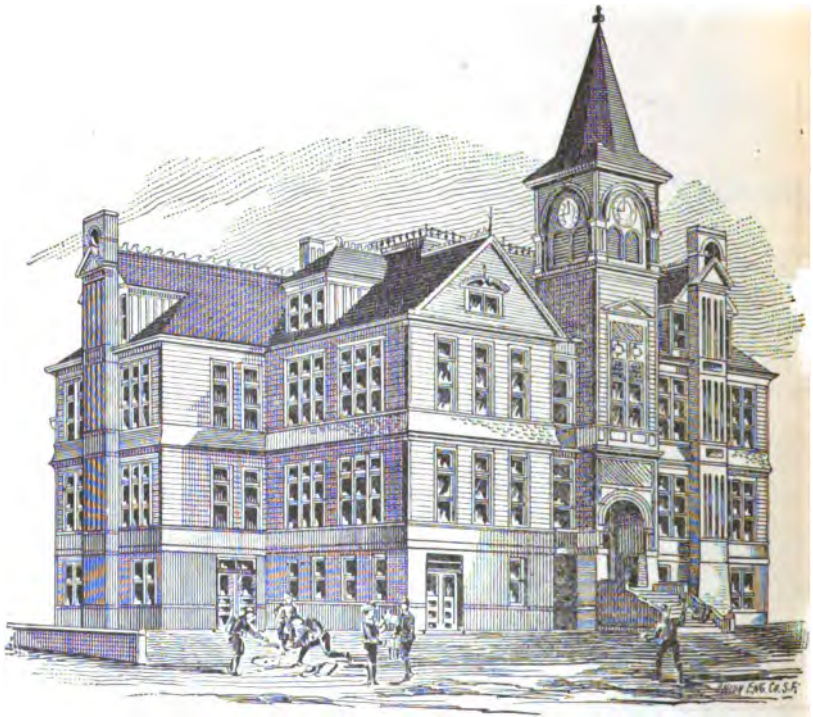
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**B STREET BUILDING,
SAN DIEGO.**

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. VIII.

SEPTEMBER, 1892.

No. 9.

CURRENT EDUCATIONAL THOUGHT.

Some Thoughts from the N. E. A.

THE effect of school-life on children should be analogous to the effect of life on adults.—PRESIDENT ELIOT, of Harvard.

MAKE men first, and you can make specialists afterwards. It is not wise to try to reverse this order.—PRES. WM. DEWITT HYDE.

THE wise teacher is never saddened by the exhibition of strength and force by a child, even if they are manifested in selfish forms. The child with most power for evil should become the strongest angel, with wise training. The teacher's skill is shown by transforming power, not by destroying it.—INSPECTOR HUGHES, Toronto.

THERE are two elements of conflict which our national meetings give us help to meet. There is the struggle between civilization and savagery, the struggle to overcome the strongholds of illiteracy and the slums of our cities,—to overcome and heal the causes for social weakness that produce crime and pauperism. The second struggle is that which goes on within the ranks of the educational forces; it is the struggle between education as a lofty ideal of culture and education as a means of fitting the individual for his trade. Both of these ideals are good and positive, although they are not of equal value. This National Educational Association helps to reconcile these two ideals by methods which obtain both results, the useful and the beautiful.—W. T. HARRIS, Washington.

THE main business of education is twofold: to secure power in man, and to secure dignity in man. It must make man honorable, and it must make man beneficent. The three powers which are

conditions of this life are, right thought, right feeling and right action. The greatest of these is right feeling. Thought and feeling go together like light and heat.—J. H. CANFIELD, Nebraska.

It is quite as appropriate, I think, that the President of the United States should review the teachers of the land as that he should review its army or its militia. For, after all, the strength and defense of our institutions, not only in peace, but in war, is to be found in the young of the land, who have received from the lips of patriotic teachers the story of sacrifices which our fathers recorded to establish our civil institutions, and which their sons have repeated on hundreds of battle fields. The organized army of the United States, if we include the militia of the States, is insignificant when put in contrast with the armies of the other great powers of the world. Our strength is not in these; it is in that great reserve to be found in the instructed young of our land, who come to its defense in the time of peril.—PRESIDENT HARRISON.

THE criminals that can read and write are not the graduates of our public school, but some of them have learned all they know in the lowest grades of the schools. No one pretends that such education can do anything for morality. When the numerators in these fractions of per cents. are compared, we must notice that the denominators are entirely different. The more highly civilized a community becomes, the worse appears the average of crimes. The standards are higher. The whole idea that any sort of crime increases with public education is an absurd piece of nonsense. It is no such thing. The public schools afford the very best sort of evidence that popular intelligence and moral and spiritual growth increase together. Our own greatly improved conditions during the past thirty years can be traced directly to our public school system.—A. P. MARBLE, Worcester.

WE must relate man to his entire environment, train him in all his social and ethical relations. Otherwise no fully developed man can be secured. The means for this are found in science and object teaching, in the kindergarten, in drawing, the most essential and most useful subject after the three r's, music and manual training. We must marry labor and mind as in former times.—JAMES MACALISTER, Drexel Institute.

THE best literature tends to cultivate the æsthetic nature of the child, and to arouse in him higher notions of life. There is a notion abroad that time given to anything that idealizes is waste. The utili-

tarian idea of education is so strong in many places as to lead school boards to adopt readers wholly unworthy as a means of culture. The standard pieces in our best reading books frequently teach patriotism and all of the nobler virtues better than any other text-book.—A. E. SHELDON.

THE following resolution concerning the Columbian Exposition and the Columbus Day Celebration, was passed by the Association: "This association reiterates its former recommendations, and those of the department of superintendence, that the best possible exhibit of our educational progress be made at the great International Exposition, at Chicago in 1893; and it approves of the methods of representation proposed by the director general and the chief of the department of liberal arts. It also recommends to American educators the unprecedented opportunities for inspiration and enrichment which will be afforded by the World's Educational Congress during the Columbian Exposition; and it calls the attention of school officers and teachers throughout the country to the proposed participation of the schools in the celebration of the four hundredth anniversary of the discovery of America, and urges that they unite in the effort to make this national Columbian public school celebration universal, and worthy of the event which it commemorates."

THE fundamental law in the government of children is this: Whenever two motives of different rank impel them to different courses of action, always lead them to act in accordance with the higher motive. This may be accomplished in either or all of three ways,—weakening the lower motive, strengthening the higher motive, or reinforcing the higher motive by creating other motives which will act in the same direction. If this principle be constantly applied, the conscience will ultimately be made the supreme motive in all cases of conflict of motives. The method of procedure in moral education may be briefly stated,—knowledge, motive, volition, action, habit. I have no objection to the use of corporal punishment if wisely administered, to-wit: I would use it mainly as a restraining influence, and even here less and less as the higher motives can be brought into play. Perhaps the child is not often made better through the immediate effects of corporal punishment, but he is often led by this means to form correct habits of action.—LARKIN DUNTON, Boston.

GENERAL DEPARTMENT.

Columbian Ode.

Blest of God, the God of Nations,
Hail! Columbia, Hail to thee!
Let the lips of happy millions
Sound the notes of Jubilee.
Northern breezes, waft the anthem!
South winds blowing, swell the strain!
While the Rockies catch the echo,
Sending back the glad refrain.
Faith, a pilgrim, rocked thy cradle,
By the sullen wintry sea,
And the patriot arm of valor
From each foe defended thee.
Dews of youth still brightly sparkle
On thy brow so queenly fair,
Yet what name in song or story
Can, to-day, with thine compare?
Starry banners proudly waving,
Greet the rosy morning light,
From Katahdin's cloud-cap'd summit
To Tacoma's snow-crown'd height.
Fertile plains and teeming waters
Fill thy lap with wealth untold,
But thy children's fond devotion
Far outweighs thy treasured gold.
Filial souls, with love adore thee,
Where palmettos arch the glade.
Loyal sons proclaim thy glory,
'Neath the mountain pine-tree shade.
One in heart, with voices blending,
North and South, your tribute raise!
Sound aloud the mighty chorus!
Shout! O shout Columbia's praise!

BY GRANVILLE B. PUTNAM, BOSTON, IN *Youth's Companion*.

A TEACHER in her work who is forever talking, explaining, helping, is power running to waste. Instead, she should hold herself in check and strive to get ten thoughtful words from her pupils for every one she utters.—*Ex.*

Address of Hon. Stephen G. Nye, at the Dedication of the San Leandro Public School-house, July 16th, 1892.

After referring delightfully to Longfellow's "Hanging of the Crane" and the power of personal experience as shown by the writer of the Gallic Wars, and in the history of Paul as narrated in the Acts of the Apostles, chapters 21 to 28 inclusive, the speaker, who had been pupil, teacher, Trustee, Superior Judge and State Senator, in somewhat quaint, but forcible fashion, proceeded as follows:

Now I come to the point. I want to speak of what may be called educational manslaughter and of educational mayhem, that is, the killing of mental faculties or the wounding or disabling through educational blundering. Am I enabled by personal experience to speak? I tell you I am myself an example of the effect of the mistakes and experiments of education.

Where are the forty teachers that had me in their charge during the sixteen years or more of my educational career? Three of them stand out bright and clear like electric masts on the shore of a wintry midnight sea; the rest are forgotten. They flit like phantoms in the others' light and fade away. These three were great teachers.

AND AS A TEACHER.

But during a period of twelve years I was a teacher. Are there any educational graves along my pathway? I don't know. I wish I did. Sometimes that fear haunts me as the fancied shadow of the victim follows and startles the murderer.

God knows I didn't mean any educational mistakes. But the ignorance of teachers, their failure to wake up dormant faculties—how many graves are filled because of the crimes of ignorance. I remember one, a girl, the child of penury, ignorant, stolid, no spark of mental or moral life apparent. I could awake into life no noble sentiments, no aspirations for better things. The grave covered the end of her sinful and shameful life more than twenty years ago.

It has always been a favorite belief with me that there is no child with a mind so dark but somewhere there is a teacher who can unlock the windows and let in the light. That poor girl never found such a teacher; she groped in darkness to her death. Did my stupidity contribute to the tragedy? I don't know. Great God, if I were only sure, and could say no.

I remember another pupil of mine, a boy—here in California; so listless and slothful and lazy, apparently without capacity. And yet

there were occasional exhibitions of ornamental and decorative deviltry that would have been amusing were it not alarming. I have known him to place a bent pin on a seat and watch it for hours; and when the supreme moment came of the sudden resurrection of him who sat on it, I have seen an exhibition of energetic and spasmodic joy in that boy which if it had gone in the direction of the spelling book and arithmetic would have made him the foremost scholar of the age. But I could never pierce the crust of stupidity that enveloped the boy's intellectual nature. I left the school; that was twenty-nine years ago. My successor was a lady; she was that boy's savior. Under her tuition he became a new creature, studious and attentive, not a bright scholar like his sisters, but he made up in tenacity any lack of quickness of perception. He finished a grammar school course, afterwards graduated at a commercial college, and to-day is a respected and respectable citizen of Alameda County. Who was she? Miss Rapelje—a noble teacher. She went to Persia as a missionary and died there. I warrant that she was a great power among the heathen. She converted one before she left California.

I have failed as a teacher where others conquered, and I know I have many times succeeded where others failed, and I believe mine to be the experience of every member of the profession.

THE SPEAKER, A TRUSTEE.

But do you Trustees think you have a thankless task? If there is anything in the warm, close grasp of the hand of sympathy that will lift you up and speed you on in the path of irksome duty, surely I can help you—for I have been a school trustee; let's shake. And my experience was so instructive, and so funny, and so brief that I think it worth relating. In 1866, I think it was, I was appointed Trustee of this Union District to fill a vacancy, and was elected Secretary. We held meetings sometimes on a street corner, sometimes in a buggy, and, if the frozen truth must be told, sometimes in a saloon, and taken altogether, we were a high old dignified Board.

One of the lady teachers got married not long before, then she got sick soon after I came into power, and one morning sent in her resignation to take effect at once. I looked after my fellow Trustees; they were both gone for a couple of weeks, one to Santa Barbara County and one to Napa, as I remember it. I assumed despotic power and put a young lady in the vacant place. I believe she is here to-day. Next day the principal informed me they were in need of a clock and some crayons. I again assumed the powers of a despot

and went to the city and got the goods and paid for them. Finally the Trustees returned and we had a full Board and a meeting. I stated with some pride how I had kept the department running in their absence. Then I found that like the Oakland Board of Education they had a preliminary private meeting before the public open one and that I was "not in it." The result was my action was disapproved; they elected a new teacher in place of mine; put her out without notice or warning. I paid the wages of my teacher; got roundly abused by her brother for not standing by my friends; paid for the clock and crayons. I counted it up. I had been a Trustee twenty-three days; it cost me \$28.35. I had a young and growing family and a young law practice; I don't think it was very growing, and I felt constrained to resign.

About ten years later I was financially better fixed, and I offered my services to my country as School Trustee of this same district. (Offered my services to my country, that's the correct expression isn't it?) The election came off in due time. A gentleman from Fayal was the successful candidate by a majority of about four to one, and I never doubted the wisdom of the choice. The voice of the people is the voice of God. When you know the people well you can form some approximate opinion of the character of their God.

A TRUSTEE IN TULARE.

Later on, I moved to Tulare County, and there I was appointed a Trustee of the new Jefferson District. The people were poor. Rough boards, and in luxurious abodes, cloth and paper walls, prevailed in the homes of the people. I owned the only painted house in the District; and that was only painted on one side—the rest were white-washed. There wasn't a yard of plastered, hard-finished wall in the District. Houses were scattered. My nearest neighbor was two miles away. But when you found a nest, it swarmed with children. I called on my nearest neighbor, Mr. Work, one morning. It looked populous around them. Said I: "Mrs. Work, how many children have you?" Said she, modestly, "Ten, I am ashamed to say." What in the world there was to be ashamed of I couldn't see. It seemed to me she had broken the record—but she has another now. In such a fertile country schoolhouses are necessities. Ours had been built by contribution. No elaborate ground plans, or front or side elevations, or Doric columns, or frieze, or cornice, or elaborate specifications; none of these. One man offered for his share, to furnish a six-horse team; another, their feed; another, a big mountain wagon and a trailer; the

others chipped in enough to buy the lumber at ten or twelve dollars a thousand at the Mountain Mills, forty miles away. One bright October morning the outfit started, and five days after, just at sundown, a weary, tugging, travel-stained, dust-begrimed team with the tinkling mountain bells announced the arrival of the school house, and the whole of it.

Two days' work of the roughest carpentry you ever saw with two men and that temple of education was complete. Green lumber was put up rough, unplanned and unmatched. Three weeks of hot Tulare sun opened yawning cracks in the sides through which you could almost throw your hat, and through the shake roof you could take solar observations by day and lunar and stellar observations by night. Then we wanted seats; we arranged to borrow them from a Stockton house with the understanding that we would levy a tax and buy them. We wanted \$106. I carried through all the proceedings of an election and we got eight votes for a tax and none against. The Board of Supervisors levied the tax and it was collected; and that was where my part of the fun came in. Almost all the people were settlers on public lands either as preëmtors or homesteaders who had not yet got title to their lands, and therefore not taxable. Mine was patented and therefore taxable. Of the \$106 of tax my share was \$49.36.

THE LITTLE BROWN SCHOOL HOUSE.

Hence I can speak feelingly on the trials and triumphs of the School Trustee. That kind of a school house is not to be laughed at. Whenever I approach a little school house of that kind I feel as if treading on holy ground. It was in such a school house as that, with a ceiling so low that an athletic youth—even a modern dancing girl, too, perhaps—could kick it; with earth banked upon the outside right to the window sill to keep out the cold, that was the American College where my education began, and there was where I met the first teacher who could make the pages of a school book glow with warmth and interest. I tell you, my friends, if the history of the little brown school house, its trials and triumphs both of teachers and pupils, could be told in plain unvarnished truth, the dreams of the wildest imagination couldn't match it.

Let me tell you a case. On the Tulare plains, four miles from Visalia, lived a boy in a plain, brown board house, almost a shanty; one of a large family. Overgrown, awkward, bashful, long-limbed, he was the particular target for giggling girls. But he was a lover

of books. That was Pete Murray. His father said of him: "Pete is the beatinest boy for books I ever seen, but he ain't wuth shucks to work. I hain't no use for him." Even his mother was provoked that he preferred arithmetic to eating. He had only six months' school a year in the little brown school house. Charles H. Murphy was then principal of the Visalia Public School. He and Pete met—it was love at first sight. Pete made the daily journey to school four miles, sometimes on horseback, sometimes on foot, to be one of Murphy's pupils. And it wasn't long till the "Country Jake" as the girls called him distanced them all. Murphy was elected County Superintendent of Schools of Tulare county. He made a place for Pete in his office. Then there came an advertisement that in that Congressional District there was a Cadetship for the West Point United States Military Academy to be filled by competitive examinations at Los Angeles. "Pete," said Murphy, "now is your chance." Pete doubted. West Point and the thorough scholarship of that great military school looked a long way off. He feared the sneers that might follow failure. One morning he told his mother he wouldn't be home for three days, but he wouldn't tell where he was going. He went to Los Angeles to the examination. Murphy paid his way. Three days passed. He didn't come home. Four and five days; still he didn't come. His mother was nearly wild; she sat in Murphy's office and cried about it. That night just at dusk the evening train brought the *Chronicle*, and the people of Visalia saw the flaming head lines:

WEST POINT CADETSHIP.

COMPETITIVE EXAMINATIONS AT LOS ANGELES.

PETE MURRAY, OF VISALIA, THE SUCCESSFUL CONTESTANT.

What about Murphy? He picked up the *Chronicle* in the reading room of the Palace Hotel in Visalia, and when he saw the staring headlines he looked sort of dazed, then tears ran down his face. Dick Chatten, a wealthy citizen of that town, saw him; he thought Murphy had lost a friend—a mother-in-law, perhaps. "Why, Murphy," said he, "what's the matter?" "Look at that," said Murphy pointing to the paper. "God bless the boy! I knew he'd get it." And then he skipped around the hotel like a wild Comanche at a green corn dance. Pete realized what good fortune had come

to him; a chance to obtain the best education, and board, and clothing, and traveling expenses all paid, and he improved the opportunity. He graduated in the class of '90. When he got home to the little brown cottage I had the pleasure of making his acquaintance. Six feet in his boots, straight as an arrow, modest, courteous, his physical and mental powers trained, an athlete, mental and physical, conscious of his strength, he was a specimen of magnificent manhood. Did the girls call him a "Country Jake" now? Oh, no!

It is a warm climate down there; the girls dress in white and a Visalia summer girl looks very dainty and sweet. The girls met at the post office. This sort of conversation went on: "Oh, Susie, have you met Lieut. Murray yet?" "No, have you?" "Yais, and he's just as sweet, and nice, and polite as he can be; and he's just splendid, and so handsome. And don't you know what fun we used to make of him when he went to school here and wore overalls, and I called him a 'Country Jake,' and he heard me? I reckon he has forgotten it, or else he's too polite to show it; but he's awful nice. I can't help thinking about him." And then the girl looks with pensive sadness over the distant snow-capped Sierras shining eternal in the summer sun, as if away over the crest of Saw Tooth Mountain a lost opportunity had escaped and lodged beyond recall. Don't fool yourself, dear, the sting and rankle of unkind words, and jeers, and sneers, never fade.

TENDENCY TO DEGENERATION.

In a teacher's life there is a tendency to degeneration. He is always dealing with an intellectual life below his own; and there is a tendency to slip back to the level of the life he deals with. When a young teacher begins, there are motives which help to overcome this tendency. He is ambitious of promotion; he is full of enthusiasm that comes of recent contact with superior minds and with his books. But when promotion has been gained or he has reached a spot where he is content or cannot reasonably expect further promotion, I tell you the teacher, whether man or woman, who can brace up and overcome the tendency to degeneration and inertness and laziness, is made of sterner stuff than is commonly found in human form. Dr. Nott, for fifty years President of Union College, and Prof. Kenyon, the founder and for over thirty years the leading spirit of Alfred Academy in New York, were notable exceptions. * * * *

From "The New South."

BY FELIX L. OSWALD, A. M., M. D., IN *The Chautauquan*.

Texas has adopted several salutary amendments to its code of school laws, and altogether the educational system of the South has made more progress in the last decade than in the fifty preceding years. The percentage of illiteracy has nearly everywhere decreased, and in the cotton States the race imbroglios have been compromised by separate education, often at the special request of the negroes themselves. The larger towns have excellent graded schools, and their colleges compare favorably with those of far wealthier cities of southern Europe. The great trouble is with the sparsely settled country districts. The scant appropriations of the public school fund do not always suffice to pay a competent teacher for more than ten or twelve weeks a year, and too often that term is made to coincide with the season least propitious to mental labor, viz., the two months from the first of July to the end of August. In winter, boys have to cut wood, in spring they have to help plow, in fall all hands are needed in the cotton fields. But in the dog days field work is slack and thousands of barefoot youngsters have to stifle in ill-ventilated cabins while the mercury rises to ninety-eight or a hundred degrees Fahrenheit. An Alabama school teacher of my acquaintance once told me that the afternoons in his Black Hole of Calcutta of a windowless shanty became often so oppressively warm that he found it the best plan to postpone his dinner till night, in order to overcome the otherwise wholly irresistible temptation to go to sleep. "I could swallow an ounce of laudanum," said he, "and stake my last dollar on my ability to keep awake for ten hours after, but the narcotic of that muggy, superheated atmosphere got the best of me, and I did doze off, more than once. 'Go on now, children; where did we leave off? Second Reader, page 6, wasn't it?' and looking up, found myself alone in the evening twilight."

* * * * *

And while we pity the Southern school teacher, let us try to imagine the feelings of the Southern schoolboy, pent up in a crowded sweat-box poring himself blind over a page of grime-blurred print, while his inner eye is tantalized by visions of airy mountain meadows and huckleberry patches, forest glades and trout brooks—and let us admit that the "*penchant* for truancy," lamented by some of our

Southern school commissioners, is not a conclusive proof of total depravity.

* * * * *

The "light of general information" has, in the meanwhile, been pretty well disseminated by the labors of the press, and the appreciation of its value is attested by the fact that many Southern parents send their children a distance of two, three, in some cases of even more than four, miles to the next school till they have mastered at least one of the three R's and can read ordinary print with tolerable fluency. Where the roads are too rough they circulate petitions for the employment of additional teachers and frequently offer to build a cross-log schoolhouse at their own expense, or as a last expedient induce some more or less competent neighbor to open a little "home-school," so-called from the fact that the makeshift teacher has generally to receive pupils at his own cabin. Fifty cents a month per child is considered a liberal compensation, which too often cannot be collected in cash. Like his haggard brother, the country editor, the home-teacher has to accept turnips and cordwood—in stress of circumstances perhaps even promissory notes or misfit jeans—though the children themselves may have partly liquidated the debt by inter-act tussels with the woodpile.

"Let me see, Jim, that sum ain't right; you're getting a little muddled again, ain't ye? Go and get an ax and split me an armful of wood in the fresh air to clear the cobwebs off your brain."

"Is that what you call writing, Jessie? Your fingers must be stiff with cold; go, sit at the fire and help Jane peel that pot of biled potatoes to give you a chance to thaw up a bit."

In spite of such intermezzos, the main purpose, however, is generally attained before the end of the third term; the young wood-cutter learns the principles of addition and subtraction, cons his First Reader till he can spell out the home news of the local weekly, and is dismissed, with one of Aunt Jane's best molasses cakes, as a "pretty fair scholar."

Scholars of that sort imply a step in the right direction, considering the prevalence of absolute illiteracy only fifty years ago, and, on the whole, it cannot be denied that the New South is progressing intellectually as well as morally and financially. That progress will continue till history shall repeat itself by furnishing another confirmation of Prince de Ligne's theorem. On our side of the Atlantic, too, civilization will develop its fairest flowers near the northern

boundary of the perpetual summer zone. The deluge of social cataclysm may submerge that paradise, but the waters will subside and the rainbow of a new covenant will herald an era of lasting prosperity, if the Ark of the South can contrive to avoid two perilous cliffs: forest destruction and the invasion of Mongol immigrants.

The Engineering Feat at Niagara.

Among the greatest enterprises in modern times is the attempt to harness the water power of Niagara to the wheels of industry. Few people are aware of the stupendous and difficult nature of this undertaking, or of the issues involved in its proposed accomplishment. The horse power developed at the falls is said to be equal to all the steam power at present used in the world, and a practical appropriation of but a marginal fraction of this power will distribute its motor power over immense areas and to remote distances.

The project, as so far satisfactorily carried out, includes the digging of a canal 1,500 feet long, at right angles to the river, at something more than a mile above the falls. A vertical shaft 140 feet deep is being sunk, and from the lower level a tunnel, 28 feet high, 18 feet wide, and 6,700 feet long, has been carried at a slope of 7 feet per 1,000, to debouch at the foot of the bluffs below the falls. This tunnel is being lined with four courses of bricks, the work progressing at the rate of 100,000 bricks per day. Hydraulic problems have been dealt with by leading engineers, both home and foreign, and the electric part of the work has been laid out by the best of experts and practical men. Part of the power is to be used in factories built directly over shafts, and also on land owned by the company, which has a perpetual right to use this power over five miles of river frontage. Railways will connect with the system of factories, the power of one being furnished by an electric locomotive. Thirty acres of land have been reclaimed from the river, and a project formulated of deepening the stream alongside the company's wharves. The right of making a second tunnel under the falls has been secured by the franchises of property owners.

All these phases of a stupendous enterprise simply antedate the founding of a manufacturing city or center, of which some of the streets are already laid out. On the Canadian side an exclusive right to use land in Victoria Park has been secured for 100 years, by which

a branch of the river going around Cedar island can carry sufficient water to utilize 250,000 horse power, while the tunnel from the bottom of the shaft to the base of the fall will not exceed 800 feet in length. The plans, so far as carried out, have operated at a surprisingly low cost, while the energy and foresight of the directors have insured a steady and continuous progress, without relapses or failures in the original designs. The completion of this enterprise will be one of the wonders of modern engineering skill, as the Niagara falls are among the wonders of nature.—*St. Louis Age of Steel.*

THE following indicates what has been recently done in the direction of introducing good literature into the schools of Boston:

"Lately, a much-needed change has been made in the interests of good and permanent reading for pupils in the Primary and Grammar Schools,—a change similar to the one made in the Boys' Latin School fifteen years ago. Besides the regular reader for the first classes in the Grammar Schools, has been placed as a text-book *Masterpieces of American Literature*; and for the first classes in the Primary Schools has been authorized for use as permanent supplementary reading, *The Book of Fables* [Scudder's]. This change heralds the day, it is hoped, when pupils shall read whole productions that possess high literary merit, instead of reading either 'pieces' or 'bits' from good authors, or productions that are poor both in thought and in style, and that leave the mind empty and listless."

SLIPS—Mrs. Nellie Blessing Eyster had been given permission by the Oakland Board of Education, to deliver some addresses to the pupils on temperance. To those who are acquainted with the lady, it is needless to say that her talks were interesting and effective. In a language exercise on the subject, a pupil in one of the schools wrote

Mrs. Eyster lectured in our room to-day, under the influence of alcohol, tobacco and whisky.

In the same school, through the strains of America, the teacher detected her little ones singing:

Land where the pilgrims *pried*.

A True Story.

In little Daisy's dimpled hand two bright new pennies shone;
One was for Rob (at school just then), the other Daisy's own.
While waiting Rob's return she rolled both treasures round the floor,
When suddenly they disappeared, and one was seen no more,
"Poor Daisy, is your penny lost?" was asked in accents kind,
"Why, no, mine's here!" she quickly said. "It's Rob's I cannot find."

St. Nicholas.

METHODS AND AIDS.

Government and History of the United States.

SECOND PAPER.

F. H. CLARK.

Local government has been studied for one year. Systematic reading has led the way to the study of history. We come now to see how the study of government and history of State and Nation may be pursued during the last two years of the Grammar school or whatever time in Grammar or High school is allotted to this line of work.

These two subjects, the State and the Nation, are naturally separate, and will divide the work into two parts. As indicated in the previous paper, the State is to be undertaken first. Possibly it may not be expected to divide the time of study equally with the Nation, but certainly sufficient time should be insisted upon to secure a clear comprehension of the State's true position and importance. This does not mean that the teacher is to attempt learned disquisitions on the mooted questions of the relation of the State to the Federal government. Better to leave this matter alone, and to let the State speak for itself through a careful study of what it does. Treat California at first as if she were one of the original commonwealths, and had been endowed with all her powers of law before the existence of any federal organization. Then, later, when the formation of the Union is studied, the pupil will grasp more surely both the nature of the Union and the State's position therein.

A beginning for the study of State government must be made in the State's history, the text-book in Civil Government being temporarily laid aside. It may be part of the homage which, age after age, the youthful West has been dutifully paying to the maturer East, that we have counted it necessary to drill our children on the trials and sufferings of Puritan pilgrims without time for a word in behalf of the pioneers of the Pacific. But our West has become of age now, and without turning unfilial we may begin to make more of ourselves and our history. The story of California is unique and should be full of interest to all her citizens, native or otherwise.

AN OUTLINE OF HISTORY WORK.

An outline of work on the history of the State may be arranged somewhat as follows: After study of the great discoveries and some information gained of the aboriginal tribes, European colonization is to be carefully followed out to the point of fixing the general regions of the continent acquired by the competing nations. One may choose either, following the steps of each nation by itself up to their point, or take up in turn the great geographical divisions of the continent, and discover when and by whom beginnings of settlement were made. Either way will afford an opportunity to compare the objects sought by the respective European peoples and the methods adopted by the governments to utilize America. This study of settlement will close with England in firm possession of most of the Atlantic sea-board, France holding the great avenues to the interior, and Spain commanding the South and West.

Having seen the character of Spanish rule in America, we shall understand how it was that the occupation of California was so late and left to the religious zeal of Franciscan monks. The study of Spanish occupation will afford an opportunity for close geographical study of the State. It will be noticed, of course, that Spanish settlement followed up the coast, taking possession only of the small valleys of that region, leaving untouched the great interior basin and the upland of the Sierras. The leading facts of progress under Spanish and Mexican rule may be followed as set forth in Chapter XXXVI of the State Text-book in United States History. As supplementary work, if time allow, enlarged study may be made of special topics.

Some study of the missions can be carried on directly by all children living in the vicinity of those old centers of Spanish life, and through reading by others. The land system of early California is met in all the older agricultural sections. The lines of the old ranchos are not yet all obliterated and even where they have seemingly yielded to subdivision, they may still be traced in the boundaries of school districts or civil townships. Notice ought to be taken of geographical names, as they contain wrapped up in themselves almost an epitome of the history of the land.

When the beginning of American immigration is reached, the field of view will have to be enlarged. The usual study of geography will probably have established satisfactory ideas of the present territory of the United States. It will now be necessary to trace the steps in building up this territory. This may be done by map study, the

boundaries of the original territory of 1783 being observed and the area and dates of subsequent additions being carefully noted. This preparation will enable the pupil to examine the American movement into California intelligently. He should observe purposes, routes and places of settlement of the earliest pioneers, and the relation assumed toward the native population.

The Mexican war may be studied in full; it belongs to California history. No attempt need be made at this point to explain the annexation of Texas, the mere fact of which is sufficient for understanding the war following. The affairs of California at this time are by no means simple. At least three distinct lines of policy interweave and complicate the subject of the acquisition of California. There was a plan of winning over the people to peaceful annexation, another of overawing and beating down the native population, and still another of seizure by United States forces with later indemnity. As results we have country acquired quickly enough, but the native population alienated and property rights invaded.

A good understanding of the situation at the time of cession to the United States will enable the pupil to grasp those vital questions of law and government that arose from the influx of gold-seekers. The pupil now has opportunity to see how a State is made. California organizes herself without any help from the fostering care which elsewhere Uncle Sam has exercised over the territories. With the adoption of a State constitution, we may pass from our study of history to the examination of "State Government" as laid out in Part II of the text-book in Civil Government, noting that the original frame-work was superseded by the present in 1880.

WORK ON THE CONSTITUTION.

It is not apparent just what use either pupils or teacher will make of the Constitution of California which the State Board of Education has seen fit to spread in full upon 78 of the 255 pages of the text-book. Teachers may be presumed to have other copies. Pupils will understand much less than they read and will hardly be expected to read the whole. The following references can be used in connection with Part II of the text-book or in extension of its subject. With Chapter V, "Government in the State" study the Preamble for the question of who made and established the State government; Article XXII, Sections 4, 7, 8, 9, to show how the constitution was adopted and put into effect. Make a simple analysis of the whole document

by making a list of the headings of the various articles and then grouping them under the following heads:*

- I. Definition of Boundaries.
- II. Bill of Rights.
- III. Frame of Government.
- IV. Miscellaneous Provisions.
- V. Schedule.

For further study of State government than that planned in the text-book, the following selection may be utilized: Art. VIII for some study of the State's militia. Art. IX for the constitutional provisions regarding the superintendence of schools, limitations on the use of funds, composition of State Board of Education and the relation of the State to the University of California. Art. X for management of State prisons. Art. XI for the foundation of county and municipal government. Art. XII, Sec. 22, for the composition and powers of the railroad commission. Art. XIII to see what property is taxable and what exempt, the composition of the State Board of Equalization, and the use to which poll tax is devoted. Art. XVIII for the method of constitutional amendment. Art. XXI for the legal statement of State boundaries. Advanced classes may examine the very extensive number of prohibitions upon the Legislature, and perhaps from the nature of State government study out the reason why the language of a State constitution with respect to legislation is necessary prohibitory. The State government having been studied, regular history work may be resumed with the question of the admission of California as a State. This involves the subject of slavery and it will be well to study this subject independently, tracing the slave system from its beginning in the United States. Linked with the issue of slavery in national politics, was the whole matter of the enrollment of new States during the early period of the Union. One must, of course, call attention to the composition of the United States Senate, in order to explain the policy of pairing off a slave with a free State, until with California the "Southern scale kicked the beam."

COLONIAL HISTORY.

With the admission of California, the work expands to the broader subject of the history and government of the Nation. The history study must now return to the early English settlements and trace their growth as colonies. The towns of New England and the counties of the South will give an opportunity to perfect the ideas of local govern-

*Bryce, American Commonwealth.

ment gained in the early study. The main idea of teaching colonial history should be to show how foundations were laid for the future States. Efforts at union become instinct when the movement for independence is reached and the idea and the power of acting in concert become manifest. The great struggle with the French for the possession of the interior is to be used as the revelation of the real strength of the English race upon the continent. The study of the fully developed governments of the colonies will show that independence alone was needed to transform them into States.

Truly national history begins of course with the movement for independence, for in that struggle the Nation was born. Every effort should be made to understand the principles underlying the resistance to English taxation and law, for only in that understanding is there gained a just appreciation of this greatest and most successful of all revolutions. The work of the patriots was by no means over at the close of the war. Their courage, energy and devotion had been tested in the war and had won the victory. Far harder to meet was the demand for steady self-command, calm reason and far-sighted wisdom during those critical years of threatening disunion.

If time allow, a careful study of the Articles of Confederation will be well paid. This should be based upon the articles themselves, copies being easily accessible for school use in the series of "Old South Leaflets," published by D. C. Heath & Co., Boston. The leading idea in this study should be to discover wherein this preliminary constitution failed to establish any genuine government and to create a new citizenship as the foundation of national greatness.

The formation of the constitution causes the work to turn again from history to the study of the Federal government as laid out in Part III of the text-book. Enough of the history of the Philadelphia convention should be introduced to show that it was a gathering of extraordinary men; that their opinions were not unanimous; that differences on leading principles threatened to thwart the success; but that these differences were settled through compromise.

The study of the Federal government as set forth in the text-book may be followed with a careful reading of the constitution as a whole, together with the first ten amendments which belong to the same time. This study should be made from the standpoint of the makers, rather than from that of present interpretation. The significance of the great compromise in methods of representation and in the apportionment of representatives will there be discovered. The first ten amend-

ments should be compared with the Declaration of Rights in the State Constitution.

The history of the Nation since 1789 will naturally follow the organization of the Federal government. It is in this part of the history work where clear ideas become of the most vital worth to present citizens, whether minor or adult. But it is also true that no ordinary field of historical study is more difficult of real comprehension. We can easily say that our laws have been so and so, but why we have them so and so, hard it is to discover. With the exception of the great questions of the extension of slavery and the right of secession, there has been a failure on the part of our people to grasp such clear principles as awaken genuine enthusiasm and create parties separated by real differences of policy. However, this is of necessity the field in which the schools must labor and the future is full of promise.

The work here must be kept to a high aim. If allowed to fall to chronological summarizing its value vanishes. Subjects must always be studied, never administrations. Naturally these subjects will be associated with the great leaders who tried to handle them, and may, if desired, be taken up from lesson to lesson in somewhat of a chronological order. But let no one forget that this is the history of a Nation and that it is made, not by officials at Washington, but by public opinion throughout the land.

A most excellent guide for the whole field of United States history, enabling the teacher to make ready use of a large number of books suitable for pupils' use, may be found in Davidson's "Reference History of the United States," published by Ginn & Co. Valuable help will be found also in Sheldon Barnes' "American History," published by D. C. Heath & Co. This work collects extracts from a vast range of original material, much of which can be used to illustrate any narrative that teachers are following. The questions set throughout the work are of the most valuable sort, showing ideas and conclusions that pupils ought to draw from historical study. The topics discussed in the United States history in the State series have been grouped and arranged for class study by Chas. E. Hutton, of the Los Angeles State Normal school, in a little book published by C. A. Wright & Co., Santa Rosa, Cal. It may be found very useful as an outline for review.

The college phrase "not in it" is not new, as many would suppose but it was used by Euripides more than two thousand years ago in his *Meleager*, when he says: "Cowards do not count in battle, they are there, but not in it."—*Ex.*

That Troublesome Problem.

In the JOURNAL for June we reprinted without critical examination the solution of a problem, which has received some attention since from our mathematical experts. Principal Cornell, of the Bolinas school, a specialist in this line, sends the following:

Editor Journal;

DEAR SIR:—"A Troublesome Problem Solved," on page 250 of the JOURNAL for June, 1892, should be "A Troublesome Problem *not* Solved." Now, this is the problem and solution:

What annual payment at the close of each year is equivalent to \$3,000 @ 7 per cent. annually compound interest for 5 years?

Let x = the payment. Then

$$x(1.07)^4 + x(1.07)^3 + x(1.07)^2 + (1.07)x + x(1.07)^0 = 3000(1.07)^5.$$

$$x(1.07^4 + 1.07^3 + 1.07^2 + 1.07 + 1) = 3000 \times 1.07^5.$$

$$x = \frac{3000 \times 1.07^5}{\left(\frac{1.07^5 - 1}{1.07 - 1}\right)} = \frac{.07 \times 3000 \times 1.07^5}{1.07^5 - 1} = \frac{210 \times 1.40255}{.40255} = \$731.67 + \text{Ans.}$$

Yours respectfully,

S. CORNELL.

Prof. Aydelotte, an authority on commercial arithmetic, was requested to examine the problem, and he submitted the following interesting discussion:

Editor Journal:

The solution of the "Troublesome Problem," page 250 of the June number of the JOURNAL is at fault because it is not extended far enough, though the method is correct, being the one based upon the principle of present worth. The solution given stops with four annual payments and, for such a problem, is correct.

I submit the following discussion of the problem:

A bought a piece of land for \$3,000, agreeing to pay 7 per cent. interest and to pay principal and interest in five equal annual installments; how much was the annual payment?

Solution by the method of present worth:

The compound amount of \$1 for 1 to 5 years, respectively, is \$1.07, \$1.1449, \$1.225043, \$1.310796, \$1.40255172: \$1 of each of the annual payments gives corresponding present worths (dividing \$1 by each of the above compound amounts) of .934579, .873439, .816298, .762895, .713011, respectively; the sum of these present worths = \$4.100222 = the present value of \$1 of each of the annual payments. Now the present value or cost of the land is \$3,000; each annual payment must, then, be as many dollars as \$3,000 contains 4.100222 \$731.67.

Another solution based upon the method of compound amounts:

\$1 of the first annual payment, running to the end of the term (4 years), would give, by compound interest at 7 per cent., \$1.310796; \$1 of each of the following annual payments would give \$1.225043, \$1.1449, \$1.07, and \$1, respectively,

The sum of these amounts = \$5.750739 = the compound amount of \$1 of each payment at the end of the term. Now the debt realizes compound interest at the end of the term. The compound amount of \$3,000 for 5 years at 7 per cent. = \$4,207.65. Each annual payment will be as many dollars as \$4,207.65 contains \$5.750739 = \$731.67.

The problem generalized and a rule formulated :

Let P = the payment. Then $3000 \times (1.07) - P$ = amount due at the end of the first year and after the first payment; $3000 \times (1.07)^2 - P(1.07) - P$ = amount due after the second annual payment; $3000 \times (1.07)^3 - P(1.07)^2 - P(1.07) - P$ = amount due after the third payment; $3000 \times (1.07)^4 - P(1.07)^3 - P(1.07)^2 - P(1.07) - P$ = amount due after the fourth payment; $3000 \times (1.07)^5 - P(1.07)^4 - P(1.07)^3 - P(1.07)^2 - P(1.07) - P$ = amount due after the last payment; as the debt is liquidated we have the equation,

$$1. \quad 3000 \times (1.07)^5 - P(1.07)^4 - P(1.07)^3 - P(1.07)^2 - P(1.07) - P = 0;$$

$$2. \quad P(1.07)^4 + P(1.07)^3 + P(1.07)^2 + P(1.07) + P = 3000 \times (1.07)^5;$$

$$3. \quad P = \frac{3000 \times (1.07)^5}{(1.07)^4 + (1.07)^3 + (1.07)^2 + (1.07) + 1};$$

This denominator is a geometrical series whose sum is $\frac{(1.07)^5 - 1}{.07}$; supplying and reducing, we have

$$4. \quad P = \frac{3000 \times .07 \times (1.07)^5}{(1.07)^5 - 1}.$$

This expression may be further reduced, but in its present form gives about as simple a rule as can be formulated.

RULE.—Multiply the interest on the principal for one year by the compound amount of one dollar for the given time, and divide the product by the compound interest on one dollar for the given time.

J. H. AYDELOTTE,

Aydelotte's Business College, Oakland, Cal.

Correspondence.

A teacher of a country school in Nevada county writes:

I thank you for the information given me in teaching Physics, and am encouraged to write again. This time I desire some suggestions in the matter of reading to my pupils. I have made it a practice to read aloud to the entire school from some interesting book for fifteen minutes twice a week. Last spring I read "Black Beauty" to them. Some time ago several of the boys approached me with the request that I read to them from another "boss" book. They evidently enjoyed the last one. Will you name some others that I should read?

Ans.—The Seven Little Sisters, Hawthorne's Great Stone Face, Hale's Man Without a Country, Little Lord Fauntleroy, Coffin's Boys of '76, Boys of '63, and Building of a Nation.

EVIDENT APPRECIATION.

A correspondent, for many years a leading principal in a city near San Francisco, now a successful fruit grower in a northern county, writes:

I have been interested in the discussion of some of my old hobbies, one of which was, as you may perhaps remember, that we were compelled to feed the babies strong meat and to stuff them with all the sciences that have been promulgated from the time that Noah built the ark down to our time of twenty knot steamers.

Mr. Perham (in the August JOURNAL) hits the nail on the head when he says "All the Grammar the child can profitably assimilate up to the time of entering the ninth year can be given in connection with the reproduction work in science and the study of composition and literature. The absurd system of diagramming ought to be relegated to the educational garret."

Good for him! Give him my congratulations! Tell him to keep hammering away and may God bless his efforts in behalf of the children.

I have been out of the school-room for a number of years and have learned much of the practical side of education which I should not have learned had I remained in school work, and I sometimes feel that could I again enter the school-room I could be of much benefit to those whom I might be privileged to teach. I tell you there is too much fossilized brain among the teachers.

Twilight in Livermore Valley.

The sun has set, and evening skies
Begin like rosebuds to unfold,
While on the distant mountain height
Still linger faint, stray gleams of gold,
Like kisses pressed by angel lips
Or touches of God's finger tips.

Like wreaths of purple violets
The hills around the valley lie,
And Mount Diablo's lofty peak
Towers high into the twilight sky—
A stately sentinel it seems,
Guarding a land of dusk and dreams.

Up through the western mountain pass,
Night breezes wander from the bay
And whisper tender dreamland tales
From sandy beaches far away,
Where flying foam and beaming star
Clasp hands across the harbor bar.

Hesper unveils her lovely face,
I hear a star-voice downward fall
From some dim distant lattice height
Above the far cerulean wall—
"Peace, peace," it calls, and all is calm
Beneath the night's o'ershadowing palm.

CLARENCE URMY.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

An Earnest Letter.

Editor Pacific Educational Journal:

I read in your estimable JOURNAL that some county in this state had refused to grant a teacher a certificate on her California Life Diploma.

If it is optional with the County Board of Education to grant or not to grant certificates on Educational and Life Diplomas to teachers; if the recommendation from the State Board of Education, which every diploma bears, has no weight whatever in the opinion of County Boards, what is the need, then, of teachers applying for a diploma which is no mark of proficiency in their profession and practically no credential? What is the use for teachers to improve themselves professionally, if merits in their line of business are not to be recognized?

It should be the aim of every teacher to excel in school work, but a teacher is only human, and if his labors are not appreciated, what has he to work for? In any other profession a diploma granted to an applicant is both a testimonial and a credential that render the person eligible to practice in the profession for which the diploma was given.

Nobody will deny a doctor the right of practicing medicine wherever he may locate, if he holds a diploma, and it is the same with a lawyer or a clergyman or any other professional person, but a teacher.

Is the education which we receive in our public schools and other educational institutions in the State so defective? Are the members of our County Boards of Education so incompetent that the recommendations and certificates which they grant are of no value?

A child commences going to school at the age of six, generally graduates about eighteen, and if he intends to become a teacher qualifies between the age of eighteen and twenty, that is from twelve to fourteen years schooling; yet if he attempts to get a school in some other county, his certificate will not be recognized.

And now we see that even after a teacher has spent ten of his best years in the school-room, where he must, as a natural consequence, have improved, if not from careful study, at least from observation and experience, the paper or document given him as a proof of his eligibility to teach school, is not recognized under the excuse that it is against the rules of their Board of Education. Why does a County Board of Education make rules that are in conflict with the order of established things and with common sense?

Mr. Editor, I hope that we teachers in general and the holders of diplomas in particular shall hear something in favor of the recognition of diplomas by the County Boards, although I am teaching in a very liberal county and have no reason to complain. But what has happened to others may happen to me after leaving this county, and I think that we teachers ought to stand by one another.

Respectfully yours,

MATILDA HAUSS,

Teacher of the Palmer Dist. School, Kern Co., Cal.

The Southwest Summer Training School.

This school held its second session in the beautiful public school building on Coronado Beach, July 25th to August 12th inclusive. The enterprise is unique, being the only school of its character organized in this State by a County Board of Education. It is a most commendable undertaking when the comparative isolation and area of San Diego county is considered.

Connected with Los Angeles, 120 miles distant, by a single line of railroad; extending east to the Colorado River 150 miles; with great mountains inclosing fertile little valleys; with wide stretches of hot and arid plains, its teachers need to meet for the renewed activity and broadened outlook such meeting and conference give. The disposition for such meetings will never be lacking among a people whose blood is quickened by the breeze along seventy-five miles of ocean frontage, whose imagination is kindled by the charms of the bay from whose crescent shores their chief city looks out upon the placid harbor, peopled slopes, bold headland, distant islands and horizon-bound sea, forming a scene that is itself an inspiring poem.

Between the sea and the bay upon Coronado beach, in a school building, which with its trellised porches and wealth of vine and flower looks like a cottage, the teachers met.

The editor of the JOURNAL was Director. The corps of instructors consisted of Prof. Moses, of Berkeley, who gave an enjoyable talk each day for thirteen days on "Economics," touching such subjects as "Values, Money, the Relations of Labor and Capital, etc. Prof. Anderson of Stanford, who gave nine stimulating talks on "Literature;" Charles Hutton of the Los Angeles Normal, who gave instruction in Book-keeping, Arithmetic and Algebra; Dr. Plummer of Santa Ana, on Arithmetic and Physiology; Miss Montieth, daily instruction in Drawing and Modeling. Dr. McDaniel, of the San Diego City Board spoke on School Ornamentation; Mrs. J. Powell Rice, on Music; Mrs. Nellis on Physical Culture; Superintendent Wagner on Literature; Assistant Superintendent Mrs. L. G. Riddell on Tact; the Director gave a series of talks on School Organization and Management.

Two evening lectures given in the Unitarian Church, San Diego, one by Professor Moses on "Economics and the Duties of the Hour," the other by Professor Anderson on "The Poetry of Victor Hugo" were appreciated by large audiences. Many visitors crossed the ferry

to attend the daily sessions. Teachers and instructors had free access to the well-equipped museum at the Coronado Hotel. Special arrangements were made for the enjoyment of the bathing tanks.

The reception given to the teachers and their friends at Coronado Hotel was a delightful affair. Superintendent De Burn and wife entertained the instructors and their wives in a day's picnic at the beach of La Jolla. Evening entertainments were also provided at the homes of Mrs. Rice, Mrs. Winterburn and Dr. McDaniell. Every effort was made by the management that the school should be successful.

On the closing day the Director presented the subject of the California Educational Exhibit at the World's Fair. By the special request of Superintendent De Burn the Principals of the San Diego schools were present to hear the address.

The poet in the *Overland* voices the feelings of the instructors when he says :

Fair Coronado, crown of all
The beauteous spots men's souls desire,
With gifts of cloudless days from heaven,
And warmed by summer's lasting fire.

Thy dawns, thy sunsets, many-hued,
Done by an artist's godlike hand,
Throw gleams of opalescent hues
Across thy shining foam-flecked sand.

The thunderous surf thy lullaby,
And reveille when night is o'er,
For lasting beauty's resting place,
Fair Coronado by the shore.

The following teachers were regularly enrolled :

Helen L. Harwood, Mrs. Anna McKay, Nellie E. Merry, Edith O'Farrell, Clara Wolf, Antoinette Watkins, Anna Harrison, Mary J. Gale, Emma E. Meyer, Frances Newham, Isabel Lisco, Lucy Clark, Jessie F. Ray, Mrs. M. L. Chuning, George B. MacGillivray, A. B. MacGillivray, Clara L. Gray, Theodora Bridseye, A. C. Kinyon, Althea Covey, Margaret D. Kelton, J. Anabel, Read Eliza S. Horton, Ida M. Lowe, M. W. Ellis, Gertrude Whiteman, M. W. McKinney, Clara Keyes, Mrs. F. C. Ingersoll, Lita Kidwell, Susie Crenshaw, Emma Field, A. T. Covel, Fannie P. Starbird, Nellie M. White, Annie Keiller, Agnes Henshilwood, Charlotte Neale, Marion M. Elliott, A. F. Snow, Martha E. Leathers, Miss Maris, Emily Gill, May S. Cary, Miss Woodward, Mary C. Walters, Juliet P. Rice, Mrs. Peck, Belle Frazer, Anna R. Brewster.

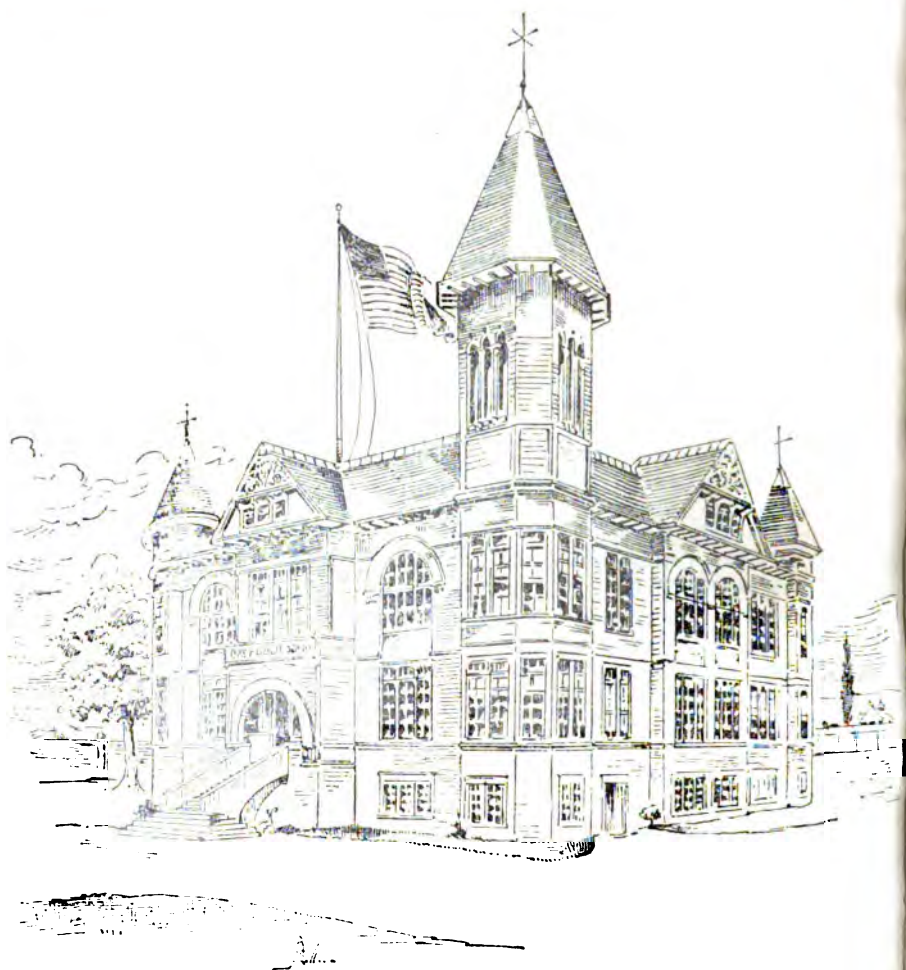
List of Accredited Schools, 1891-92.

SCHOOL.	COURSES FOR WHICH ACCREDITED.
1. Alameda High School.....	Cl., Lit., L. P. S., Sc.
2. Belmont School.....	Cl., Lit., L. P. S., Sc.
3. Berkeley High School.....	Cl., Lit., L. P. S., Sc.
4. Cogswell Mission High School, San Francisco.....	¹ L. P. S., ¹ Sc.
5. Fresno High School.....	Lit., L. P. S., Sc.
6. Hopkins Academy, Oakland.....	Cl., Lit., L. P. S., Sc.
7. Los Angeles High School.....	Cl., Lit., L. P. S., Sc.
8. Marysville High School.....	¹ Jit., ¹ L. P. S., ² Sc.
9. National City High School.....	³ L. P. S., ³ Sc.
10. Nevada City High School.....	Lit., L. P. S., Sc.
11. Oakland High School.....	Cl., Lit., L. P. S., Sc.
12. Oak Mound School, Napa.....	⁴ Lit., ⁴ L. P. S., ⁵ Sc.
13. Pasadena High School.....	⁶ Lit., ⁶ L. P. S., ¹ Sc.
14. Petaluma High School.....	Lit., L. P. S., Sc.
15. Riverside High School.....	Cl., Lit., L. P. S., Sc.
16. Sacramento High School.....	Cl., Lit., L. P. S., Sc.
17. Salinas High School.....	⁷ Lit., ⁷ L. P. S., ⁸ Sc.
18. San Bernardino Academy.....	Lit., L. P. S., ...
19. San Diego High School.....	Lit., L. P. S., Sc.
20. San Francisco Boys' High School.....	Cl., Lit., L. P. S., Sc.
21. San Francisco Girls' High School.....	Cl., Lit., L. P. S., Sc.
22. San José High School.....	Lit., L. P. S., Sc.
23. San Rafael High School.....	⁹ Lit., ⁹ L. P. S., ⁹ Sc.
24. Santa Barbara Collegiate School.....	¹⁰ Cl., ¹¹ Lit., ¹¹ L. P. S., ¹² Sc.
25. Santa Cruz High School.....	¹³ Lit., ¹³ L. P. S., ¹⁴ Tc.
26. St. Matthew's School, San Mateo.....	¹ Lit., ¹ L. P. S., ¹ Sc.
27. Stockton High School.....	Cl., Lit., L. P. S., Sc.
28. Trinity School, San Francisco.....	¹⁵ Lit., ¹⁵ L. P. S., ...
29. Vallejo High School.....	¹⁶ L. P. S., ¹⁶ Sc.
30. Ventura Union High School.....	¹⁵ Lit., ¹⁷ L. P. S., ¹⁸ Sc.
31. Watsonville High School.....	¹⁹ L. P., ¹⁹ Sc.

¹Excepting Subject 14.²Excepting Subjects 11, 14.³Excepting Subject 6.⁴Excepting Subjects 1, 14.⁵Excepting Subjects 1, 11, 14.⁶Excepting Subjects 7, 14.⁷Excepting Subjects 3, 6, 7.⁸Excepting Subjects 3, 6.⁹Excepting Subjects 6, 7.¹⁰Excepting Subjects 5, 10.¹¹Excepting Subjects 5, 10, 13.¹²Excepting Subject 5.¹³Excepting Subject 3, 4, 7.¹⁴Excepting Subjects 3, 4.¹⁵Excepting Subject 7.¹⁶Excepting Subjects 1, 6, 14.¹⁷Excepting Subjects 7, 11.¹⁸Excepting Subject 11.¹⁹Excepting Subjects 6, 11, 14.

NOTE.—For exceptions see State University Bulletin.

 The Committee on Exhibit hopes for a prompt and cordial response to their Circular No. i.



GOLDEN GATE SCHOOL.

Golden Gate School House.

On the opposite page is shown the elevation of a handsome new school building which is now being erected at Golden Gate, Alameda county. The building when completed will cost about \$15,000, and bonds for this amount were voted some months ago.

The basement, nine feet clear, has a flooring of bituminous rock, will be well lighted, and is intended to be used as a play-ground when desirable.

A handsome entrance from the front, and separate entrances for boys and girls at the rear, lead to the first floor, where there will be four large class rooms, 28x32 feet, with a hat and cloak room for each. Also a teacher's room and a janitor's closet. On the second floor there will be four class rooms 28x32 feet, with hat and cloak rooms, the Principal's room and the Library. Three of the rooms on this floor will have sliding doors so arranged that they can be thrown into one for use as an assembly hall. The roof will be of tin. Drinking fountains will be placed in each of the wide halls.

The heating and ventilating of the school, so important for the health of the scholars, will be given especial attention. The hot water system of heating, which is becoming so popular in school houses will be used, and the ventilation will be done by means of an aspirating shaft with branches leading from each class room. The Trustees of the district are G. W. Hunt, G. A. Burns and J. H. Rourke. No fault can be found with their selection of plans, and the new school building with its handsome exterior and abundant room inside will be a credit to the district which they represent. The architects are Herbert L. Smith and Albert L. Farr, 1069 Broadway, Oakland.

Viewing the pleasing effects which the architects have produced in this structure, it seems a mistake that Berkeley does not follow the example of Golden Gate and expend a little more money on the new school buildings now being erected in that growing place. Attractive school houses are taking the place of old and cheap-looking buildings in many parts of the State, and Berkeley, the seat of our highest educational institutions, should not be lacking in such an important matter.

 The Committee on Exhibit hopes for a prompt and cordial response to their Circular No. 1.

NORMAL SCHOOL AND STATE UNIVERSITY.

SAN JOSE.

The Normal School opened August 29th, examinations for entrance having been conducted the Friday and Saturday previous. Extensive repairs and improvements were made during the summer vacation, an appropriation of \$4,000 having been made for that purpose. The San Jose *Mercury* says:

The room adjoining the Faculty room has been furnished as the Principal's private office. All of the training rooms on the first floor have been remodeled and furnished as departments for Normal work. Those on the southwest side have been thrown into one large room for the Library, and the others across the hall are now used as a museum.

The old museum room on the third floor will be given exclusively to the Literary societies. The Preceptress has an office opposite the Faculty room opening into the parlors.

In the basement of the main building the old training rooms will be used as cloak and hat rooms, and each class will have a separate room and be provided with a key. The only work that will be done in the basement of the building will be in the manual training department. The Zoölogy and Microscopy class rooms on the second floor have been greatly improved by putting in new sinks, increasing the supply of water and supplying them with new tables. On the whole, the appearance of the building inside has been greatly improved, as all of the walls have been calsomined and the blackboards have all been covered with slating.

The contract for the annex for the training school specified that the building should be completed by June 20th, but as yet it is not ready for use. Principal Childs will have the appliances moved into the building to-day, August 29th, and all work that is not completed by the opening of the school must be done before and after school hours.

The new building contains twenty-five commodious training-rooms, besides two large assembly rooms, sufficient for seating 150 students each. This department will be under the supervision of Miss Margaret E. Shallenberger and two assistants, but members of the Senior class will have several of the classes. One of the large assembly rooms of the building will be provided with new seats, and the other with the seats taken from the old training department. A department for the study of chemistry by the little ones has also been established.

"There has been some question as to whether children of 8 or 10 years of age should study Chemistry and Physics," said Professor Childs, "but we believe they should be interested in those things as early in life as possible."

The building will be heated by steam and circulation will be forced by a forced draft. The building is well ventilated, and every room has a number of large windows, so that there will be an abundance of light.

When asked if the new training department would materially increase expenses Professor Childs said: "No; we charge a tuition of \$2 a month, and from

the number of applications received I should judge that we will have this department nearly full. We expect about 900 students in the Normal this year, including all departments. It is a fact that this will be one of the largest training schools in the United States, and it is virtually the only one that stands detached from the main institution. The only connection it has with the Normal is that Normal students of the Senior Class teach some of the children."

The kindergarten will not be opened until January.

The Trustees elected Miss Allie Felker to take charge of the Kindergarten Department. Miss Felker is a graduate of the San Jose Normal. Taught in Pasadena. Graduated at the Hailman Kindergarten School, La Porte, Indiana, and is a member of the World's Fair Kindergarten Committee of that State.

LOS ANGELES.

Principal Ira More has indicated his intention to retire from Normal School work at the close of the current year.

CHICO.

The President of the Alumni Association is Miss L. Earle; Vice-President, Benjamin Hudspeth; Secretary, Miss D. Hendricks.

Miss Hattie N. Morris, of the Oswego, N. Y., Normal School, and recently Principal of a large school in Brooklyn, will succeed Miss Rice as Preceptress. Miss Rice returns to New York and will probably engage in school work there. Her bright face and active, earnest manner will be missed at Chico.

State University.

ANNOUNCEMENT OF COURSES IN PEDAGOGICS.

ELMER E. BROWN, PH. D., *Associate Professor of the Science and Art of Teaching.*

It is the purpose of the work in the Science and Art of Teaching to afford such instruction in the principles and the history of education as is desirable as an element in a truly liberal culture; and to provide a course of professional preparation for University students who expect to teach. The courses offered are all elective, and are reserved, with one exception, for the third and fourth years of college residence. By a regulation of the Academic Senate, graduates of the State Normal Schools of California will be admitted without examination as Special Students in the University. The third and fourth year courses in the Science and Art of Teaching will be open to them as to other students. On the successful completion of the full course of study prescribed by this department, a certificate of that fact will be given by the University. Candidates for this certificate will be required to do a certain amount of work in departments other than

that of Pedagogics. These requirements will be announced as soon as they are definitely formulated.

For the current academic year the following courses are offered:

I.—THE ART OF TEACHING. Lectures and text-book work on educational practice. Four hours a week during the second term.

Elective, Sophomore, Junior and Senior years. Graduates of State Normal Schools are not required to take this course as part of their work for the special certificate.

II.—SCHOOL SUPERVISION. Text-book work, supplemented by lectures, on the organization, grading and management of schools, school statistics, and kindred topics. Two hours a week during the first term.

Elective, Junior and Senior years.

III.—THE HISTORY OF EDUCATION: EARLIER PERIODS. Text-book work and readings, supplemented by lectures, embracing the history to the time of Rousseau. Three times a week during the first term.

IV.—THE HISTORY OF EDUCATION: THE LATEST PERIOD. Mainly text-book work and readings, embracing the history from the time of Rousseau to the present day. Three times a week during the second term.

Courses III. and IV. are Elective, Junior and Senior years. It is not necessary that Course IV. be preceded by Course III.

V.—THE THEORY OF EDUCATION. Lectures on the pedagogics of Pestalozzi, Herbart and Froebel, with critical notes and explanation of the bearing of more recent theories. The immediate significance of the various theories for American pedagogics and for the practical work of schools will receive special consideration. Four times a week during the first term.

Elective, Senior year.

VI.—THE ORIGIN AND DEVELOPMENT OF SCHOOL SYSTEMS. Studies in the historical conditions under which the leading school systems have developed. Once a week during the second term.

VII.—SEMINARY for the comparative study of schools and school systems. Two hours a week during the second term.

Courses VI. and VII. are elective, Senior year.

DEPARTMENT OF PHILOSOPHY.—SPECIAL ANNOUNCEMENT TO TEACHERS.

The attention of teachers, whether actual or prospective, is particularly called to the subjoined Course to be given in this Department, beginning with the current year:

COURSE VII. TEACHERS' COURSE. The Philosophy of Education. Discussion of the principles underlying all education, and of their main consequences in determining the materials and methods of

sound teaching. Saturdays throughout the year, at an hour to meet the convenience of students engaged in teaching. Professor Howison, assisted by Mr. Stratton.

Open to teachers, and to students preparing to teach, who are approved after conference with the head of the Department.

The above Course is offered as an auxiliary to the work of the new department of Pedagogics, which is to be opened immediately, under the charge of Professor Brown, the circular for which accompanies this. It is hoped that a very large proportion of students entering the department of Pedagogics will take the Course announced above, as it is of fundamental importance to their profession.

The first lecture in the Course will be given on Saturday, September 10th.

Graduates of Normal schools will be admitted as special students in the University, and as students in the above Course, without examination.

Principals of schools and other school officers to whom the present circular is sent, are requested to give it the largest practicable circulation among teachers and persons intending to become such.

For further information regarding the Course, address the undersigned.

G. H. HOWISON,

Mills Professor of Philosophy.

Berkeley, Aug. 22, 1892.

Stanford University Notes.

Mr. Watson Nicholson, who graduated from the department of Education in June, has been elected Principal of the schools at Santa Paula; Miss Louise Peters, of the same department is to teach at Pasadena, and Miss Flora Hartley at Anaheim; Mr. A. B. Thompson, one of the graduate students the past year, is to teach in Hoitt's Oak Grove School, and Mr. Jenness, a graduate of the English department is to be one of the Instructors in the Hopkins Academy at Oakland.

Professor Earl Barnes was the only California Educator on the program of the N. E. A. held recently at Saratoga. The *Journal of Education*, speaking editorially of his exercise, said: "The most skillfully and delicately managed round table was that of Professor Earl Barnes, of Leland Stanford Jr., who for two days held the

attention of quite a body of educators to the consideration of 'The Development of Ideas and Feelings of Sex in Children.' "

Professor Robert E. Allardice, of the University of Edinburgh, Scotland, has been elected Professor of pure Mathematics. Professor Allardice has been for some years an associate of Dr. Crystal, the famous Algebrarian.

Dr. Ewald Flüegel, who comes here from the University of Leipzig, Germany, to take the department of English Philology, brings with him a private philological library of 5,000 volumes.

Professor Mary Sheldon Barnes will lecture on the "History of the Nineteenth Century in Europe," the first semester, and on the "Historical Development of the Pacific slope," the second semester.

EDITORIAL.

A NUMBER of Superintendents have failed to send us revised lists of Clerks. Please forward them as early as possible.

ARTICLES on San Diego and Ventura Schools, with accompanying cuts, will appear in the October number of the JOURNAL.

SUPT. MONROE, Prof. John Dickinson and Miss Margaret Shallenberger, report a delightful time at the Chautauqua Summer School, Carnelian Springs, Lake Tahoe.

THE next number of the JOURNAL will contain portrait and biographical sketch of Prof. Elmer E. Brown, elected to the chair of pedagogy at the University of California.

WE call the attention of teachers and their friends to the World's Fair Excursion advertised by the editor of the JOURNAL. We invite correspondence on the subject. It is the intention to make it one of the most delightful excursions of the year.

A NUMBER of changes have been made in the Principals of High Schools that are worthy of special note because of the importance of the positions and the reputation of the men. Among them the following have been brought to our notice: R. F. Pennell, from Marysville to Stockton; Hamilton Wallace, from Stockton to Grass Valley; Herbert Miller, from Grass Valley to Marysville. L. Du Pont Syle, goes from the Grass Valley Superintendency to an Associate Professor-

ship of English in the State University. We congratulate each of these gentlemen.



WE are indebted to the courtesy of the *S. F. Chronicle* for the accompanying cut of the official badge of the Columbus Day Celebration, October 21st. Teachers desiring to secure badges for their pupils, will have an opportunity to do so. See advertising pages of JOURNAL.

A RECENT issue of the *Anaheim Ledger* contains an editorial of two columns under the caption "The Sentiment Growing", in which the school system is vigorously criticised as "toplofty." The writer quotes largely from the articles of F. E. Perham, Prof. H. C. McGrew, Irene Vansant and Karl Heinrich, published in the August JOURNAL.

THE October JOURNAL will appear about the first of the month. It will be a Columbus celebration number, giving program arranged by the National Committee, and other interesting matter appropriate to the anniversary.

County Institutes.

So far as the JOURNAL has been informed, they will be held as follows:

- VENTURA.—September 21-23.
- SANTA CRUZ AND MONTEREY.—September 26-30.
- SAN LUIS OBISPO.—October 4-6.
- SAN BENITO.—October 10-12.
- SOLANO.—October 11-14.
- ALAMEDA.—October 12-14.
- HUMBOLDT.—October 3-7. (?)
- LASSEN.—October 11-14.
- TULARE.—December 20-23.

School Exhibit.

The California World's Fair Committee on Educational Exhibit, has sent out Circular No. 1, to Superintendents and Boards of Education. This circular gives outline of plan of exhibit, with so much of detail as is needed to be known at once. Further details and suggestions will follow. The Executive Committee has recommended

Prof. Chas. H. Allen, as Superintendent of the exhibit. The cordial coöperation of teachers is urged. We cannot afford to be apathetic or indifferent in this matter, and no time should be lost in arousing to an interest in it.

The San Francisco Course of Study.

In the article under the above caption, published in the August number of the JOURNAL, the writer, calling attention to the very small increase in the average daily attendance in the public schools of that city since 1885, (32,183 in 1885, as against 33,163 in 1892,) a showing, she contends all out of proportion to the constant and regular growth of the city, and "a phenomenon that is difficult to account for," undertakes to find an adequate cause. She declares that no very considerable number of children remain out of school. She concedes that the attendance upon private schools is increasing, and assuming that this increase does not arise from religious considerations, comes to the conclusion that the cause of this comparative falling off in public school attendance, is in great measure owing to the character of the course of study in the public schools.

Now, courses of study are not prepared by school Directors taken from the various walks of life and whose chief concern is not with school curricula, nor with the details of class-room work; on the contrary, on County Boards at least, the majority engaged in such work are very generally teachers; in cities, the course is prepared by the Superintendent or a committee of teachers acting with him. Every effort is usually taken by personal conference and at teachers' meetings, to secure a consensus of the skill and judgment of the best teachers as to what should or should not appear in the course. The writer's conclusion amounts, therefore, to an accusation of incompetence or carelessness against Superintendents present and in the near past, or against teachers, or both. Assuming that she is seeking the truth, is her conclusion justified by the facts?

As to the increased attendance at private schools, we judge this will be found to be most marked in the parochial schools; an increase that is fully accounted for from the fact of the renewed zeal of the church in this direction during the last decade. This zeal arises not so much from criticism of the course in general, as it does from the particular omission of the special religious instruction deemed essential to be interwoven in the warp and woof of education. By many, this one cause will be taken as sufficient explanation of the falling off

in public school attendance. But the writer presents a bill of particulars.

Let us examine it. Starting with the truism that "the object of education is to prepare the pupil for the actual business of life," the critic presents the following items in her indictment:

1. Under the guise of "observation lessons," children in the Primary Grades are taught astronomy, zoology, entomology, physiology, botany, physics, etc., before the brain is sufficiently developed.

2. The teacher should keep constantly in mind the fact that many of the children must leave school early to enter the ranks of labor, therefore, etc.

3. If the student must begin the acquisition of knowledge by fingering and peering, surely the advancement would be at a snail's pace, etc.

4. More attention should be paid to reading. Parents find children in the Grammar School unable to read clearly and fluently an article from the newspapers.

5. Arithmetic coming in naturally in the third year should not be taken up until that stage.

6. Geography should be begun in the fourth year.

7. In the fifth year, (the last year in the Primary course,) Grammar should be taken up.

As the course of study is attacked we turn to the new Manual of '92, (issued by the San Francisco Board before this article appeared) to ascertain whether it is open to these objections. Under the heads of General Principles, General Directions, General Outlines, Specific Directions, an attempt is made to so direct, counsel and caution Principals and teachers that it would seem that the results can not fail to be generally satisfactory to the intelligent public.

Pupils are admitted at five years of age to the Receiving Class, where a year's work is outlined; four years of Primary and four years of Grammar work follow, making a course of nine years. Twelve pages of the Manual are devoted to the Receiving Class work, fourteen pages to the third grade, fifteen to the second, twenty-one to the third, twenty-one to the fourth, seventeen to the fifth, eleven to the sixth, eleven to the seventh and nineteen to the eighth. These figures themselves form pretty fair indications of the relative importance attached to the grades.

In the Receiving Class the work consists of the usual kindergarten exercises, the development of numbers up to ten, physical and

moral training, and observation lessons on flowers and the common animals. Now as to the criticisms.

No. 1. *Observation lessons.—Too much time devoted and the work prematurely presented.* These lessons extend through four years when pupils are from five to nine years of age, the most observant period of life, when the senses are ever on the alert. The objects chosen are more or less familiar, consisting of flowers, fruits, plants, leather-wool, the human body, etc.

The study of Astronomy, zoology, entomology, etc., as *knowledge systematized*, that is, as *science*, may well be postponed to the higher Grammar grades or to the High School, but an acquaintance with animals, bugs, etc., and a disposition to observe them may well be encouraged early. Does it follow that when my six-year-old girl asks me questions about the sky that in my replies, addressed to her comprehension, I teach her astronomy prematurely? Does it follow that if stung by a bee, she comes crying to my side, and the pain being eased, I tell her of the habits of the bee, and the probable reason why it stung her, that I am teaching her entomology out of season? Will any one gainsay that the time is ripe for such a lesson? Will any one interested in children withhold information asked for lest he should be teaching science?

If it is desired to spend more time in teaching reading, cannot the reading be taught along the line of these "observation lessons?"

True, teachers may make this sort of work scientific and continue it after the interest has gone, but the Manual does not encourage this.

Objection No. 2. *The teacher should keep constantly in mind the fact that many of the children must leave school early to enter the ranks of labor, etc.* The Manual emphasizes this thought, and indicates at least two stages at which many pupils leave school. Witness the Third Primary Grade (fourth year in school.) "Some of your pupils will not remain in school after this year; try to fit them for simple business calculations." The instructions in the fourth grade open with the admonition, "Bear in mind that many boys and girls in your class will not attend school after this year. Take the essentials of the grade work, but find time to teach them the main things they ought to know, in the grade or out of it. Every teacher is allowed some scope for the exercise of common sense."

With the same thought in view short talks are to be given on industry, economy and home duty. with readings and talks on history and patriotism.

Objection No. 3. *If the pupil must begin the acquisition of knowledge by fingering and peering, etc.* But that is the way children do begin, and their acquisitions, say from two to eight years of age, are marvelous to adults.

No. 4. *More attention should be paid to reading, etc.* The Manual is strong on this point. We quote: "Instead of endless reviews of old lessons, let your pupils have new matter that will awaken interest and excite thought."

First Grade Primary. "During the last two months of the year ask your pupils to carry home their First Readers and read a few lessons aloud to their father and mother." In the second grade they are asked to do the same once a week. The same request is repeated in following grades. In no other subject is the Manual so strenuous and so rich in helpful suggestions.

No. 5. *"Arithmetic coming in naturally in the Third Year, should not be taken up until that stage.* What does the critic mean by the phrase "coming in naturally?" Excellent teachers disagree as to the stage at which numbers should be taken up. Our own opinion is that too much is done in the subject during the two first years in school. But so much comparatively useless matter is eliminated from the usual work in this subject in higher grades that as a whole the course is an improvement.

No. 7. *Grammar to be taken up in the Fifth Year. (Fourth Grade Primary.)* In this particular the authorities who prepared the Manual are more radical than the critic, for they place the State Grammar in the Sixth Grade, two years later, a deposition of the subject that is in the line of the judgment of the most practical and most progressive teachers in the State.

The Course meets many of the objections so frequently heard of late against the character and scope of instruction in the public schools. It is the strongest in its presentation of the subjects of morals and manners, duty, industry, economy and patriotism that we have yet seen. It may be misinterpreted, and probably will be, by some of the teachers for whose guidance it has been prepared. If work done under it is not satisfactory it will probably be due to the following causes:

1. The inability of some Primary teachers to know when to stop in the observation work and a faulty arrangement of their daily program.

2. The disposition of teachers and Principals to magnify certain subjects at the expense of others.

3. The neglect of teachers to comprehend the course as a whole, and at least to study the grades immediately preceding and succeeding the grade they teach.

4. The lack of a thorough supervision by Principals and Superintendent.

5. The disposition to add new subjects to the course without carefully arranging so that other work may not be crowded, thus putting a strain upon pupils and teachers under which both must suffer.

The critic has at least done what many do not. She has attempted to point out remedies. If the present course of study in San Francisco does not give satisfaction we believe she and the public generally must look for the cause under the heads as given above.

We shall quote from it from time to time and commend it to the careful examination of school officers generally, and the San Francisco press and people in particular.

Two Men.

Two men toiled side by side from sun to sun,
And both were poor;
Both sat with children, when the day was done,
About their door.

One saw the beautiful in crimson cloud
And shining moon;
The other, with his head in sadness bowed,
Made night of noon.

One loved each tree and flower and singing bird
On mount or plain;
No music in the soul of one was stirred
By leaf or rain.

One saw the good in every fellow man,
And hoped the best;
The other marveled at his Master's plan,
And doubt confessed.

One having heaven above and heaven below,
Was satisfied;
The other, discontented, lived in woe
And hopeless died.

—*Boston Transcript.*

Official



Department

J. W. ANDERSON, - - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - - Deputy Superintendent Public Instruction

The following decisions have been rendered since the report for the August number of the JOURNAL:

390. The matter of renewal of certificates is, under the law, entirely under the control of the County and City Boards of Education. They may or may not renew, as in their judgment, the interests of the schools may demand. Common sense and common justice, however, would suggest that a refusal to renew should be predicated upon good grounds, and not upon any personal bias.

391. In case of refusal to renew a certificate, the fee which accompanied the application for renewal should be returned to the applicant.

392. Neither the State Superintendent nor any County Superintendents are judicial officers; and, hence, cannot determine the legality or the illegality of the election of trustees. These are matters for the determination of a court of law.

393. The same principle obtains in Subdivision 3, of Section 1858, 2nd proviso, relative to a district having *one seventy* and a fraction of less than twenty census children, as does in the case of a district having TWO SEVENTIES and a fraction of less than twenty census children, or as does in the case of a district having *any number of seventies* and a fraction of less than twenty census children. If a small district has ten children and less than twenty, it is entitled to \$400; if the district has twenty children and up to and including seventy, it is entitled to \$500; if the district has seventy children and up to and including eighty-nine, it is entitled to \$500, and to \$20 for each child in excess of seventy, up to and including eighty-nine; if the district has ninety children and up to and including one-hundred and forty, it is entitled to \$1000; etc.

394. The trustees of the school districts are vested by law with the power of making and enforcing rules for the government of the schools under their charge; provided, such rules do not contravene the laws of the State. (Section 1617, Subdivision 1.) They have power to manage and control the school property. (Section 1617, Subdivision 2.) Principals shall be held responsible for the general management and discipline of their schools. (Rule 5, page 86 of the School law.) Principals are required to exercise a watchful care over the pupils at recesses.

(Rule 6, page 86.) They shall prescribe rules for the use of the yards, etc., such as may secure neatness, etc. They are required to prevent pupils from remaining in rooms that are provided with improved furniture, except in the presence of a teacher or monitor, etc. (Rule 13, page 87.) They must require pupils to pass out of schoolrooms. (Rule 4, page 86.) In fair weather the children should be required to be out in the open air at recesses; and I think that in these details of management the Trustees should not interfere, except to sustain the authority of the teachers. It is not for the best interests of the schools or of the pupils to have the Trustees interfering with the minor detail of management. The more general the rules of the Board of Trustees the better, and the more they make the principals and teachers responsible for the management of the schools the better. The principals and teachers are rightly supposed to know more about these matters of management, than it is possible for Trustees to know. Of course, whatever rules the Board of Trustees may adopt, the teachers must observe, unless such rules are in conflict with the law, or with the rules and regulations adopted by the State or County Boards.

395. Life and Educational Diplomas being, according to the decision of the Attorney General's office, legal documents, the holders thereof, if Boards of Education or Boards of Trustees think proper to employ them, can legally draw their salaries. To enable them to do so, it is necessary to file the diplomas with the City or County Superintendent before taking charge of the school.

396. In no case, except as provided specially in the law, (see Sections 1521, Subdivision 12, 1545, 1546, 1548 and 1564), can Superintendents draw requisitions for the payment of any expenses of a school. When Trustees refuse to draw their orders, there is only one course to pursue, that is, apply to a proper court.

397. Under Section 1775 of the Political Code, County Boards of Education, and under Section 1792 of same Code, City Boards, can grant certificates to the holders of Educational and Life Diplomas, and can fix the grade thereof. It is not reasonable to suppose, however, that such Boards are authorized to grant certificates of a grade higher than the credential upon which it is granted. Even in the case of the holders of Educational and Life Diplomas issued prior to the adoption of the classification of these diplomas by the State Board, certificates of the highest grade should not be granted without evidence of the fact that the Educational or Life Diploma, so granted, was granted upon higher credentials than simply a grammar or first grade certificate.

398. By reference to the law, it will be seen that the applicant for a Life Diploma must have taught *a part of each year* for ten years. The years need not be consecutive years; but there must be ten of those in which teaching has been done by the applicant.

399. Experience in either private or public schools can be considered in granting diplomas; but experience in teaching pupils in private capacity, and not in schools cannot be recognized.

400. Trustees have the legal right to adopt a rule prohibiting all corporal punishment, if they deem such a rule a wise one. They certainly ought to prohibit the use of a riding whip or of a cowhide. The teacher's common sense ought to prevent him from employing either of those instruments.

401. Trustees must transact all business at either regular or special meetings; otherwise the action of the Trustees is illegal and void. (See Section 1617, Subdivision 1).

402. If the Trustees of a district dismiss a teacher prior to the expiration of the time for which they have contracted with him, without proper cause, said teacher can hold said Trustees responsible for his salary for the entire time covered by the contract; but he cannot hold them responsible as individuals.

403. If a certificate has been filed in the office of the Superintendent for renewal prior to the time of its expiration, the County or City Board have the right to renew it although it may have expired prior to their next meeting.

The San Francisco *Examiner* has very generously proposed to send twenty of the brightest boys and girls in the State to the great World's Fair at Chicago, in 1893. I append a copy of the conditions upon which it is proposed to carry out the design of *The Examiner*. I respectfully request the Superintendents and teachers to give this generous proposal the consideration which its importance merits. I shall take pleasure in communicating with any who desire to avail themselves of the offer. California can send no better exhibit to the World's Fair than these specimens of the product of our public schools.

OPEN TO ALL.

The conditions under which it is proposed to carry out *The Examiner's* design are as follows:

First—This offer is confined to children regularly studying in what is known in all graded schools as the First Grammar Grade. This will sufficiently define the class eligible to take advantage of the offer in cities and towns of graded schools. In ungraded country schools the competition will be open to any pupil who was not more than fifteen years of age on his or her last birthday previous to the election. This, it is believed, will place all competitors on an equality.

Second—But one pupil from each school is entitled to compete under this offer. By each school is meant each separate room or class where several classes of the same grade are at work in the same building. The pupil entitled to compete must be selected by his or her fellow scholars, who shall elect him or her by written ballot on the day before the closing of the Spring term of school, which occurs in various localities from May 15th to June 25th, 1893.

THE DETAILS OF THE PLAN.

The details of the method to be pursued in reducing the army of clever ones to the twenty that will be sent to the World's Fair have not, as has already been stated, been entirely perfected, but some means will be adopted by which the contestants will be reduced to a ponderable number, say under 100.

Third—The scholars so elected will be examined at a given place as soon as possible after the closing of the term. The examination will be held by and under the direction of a committee of five, of which the State Superintendent of Schools will be Chairman, and to extend over sufficient time to give all competitors ample time to answer the written or oral questions to be propounded to the contestants. Besides the Superintendent of Schools four prominent educators—two ladies and two gentlemen—will be chosen to act on the committee; and if

the number of pupils presenting themselves for examination should be large, they will be given the right to call in expert assistants to aid in examining the papers. Each candidate will be assigned a number with which he will sign his papers, and no member of the committee is to know what these numbers are, so that the examination will be entirely impartial.

THE FINAL EXAMINATION.

Fourth—The examination will be on the following branches of study: Arithmetic, History of the United States, English Grammar, Spelling, Geography, Composition and Penmanship, (proficiency in the last-named branch to be determined from the writing of the pupil in preparing answers to the questions submitted). In examining contestants upon these various branches, as above named, a series of not more than twenty nor less than ten questions designed to show how much general information the pupils possess will also be presented to each candidate for answer. It is to be understood that all the questions are to be plain, practical and common sense in every way; that no catch or trick questions in Arithmetic, Grammar or Spelling shall be asked. The object of the examination will be to ascertain which of all those who present themselves before the examiners has the best common-sense practical knowledge of the subjects upon which they are examined, the *Examiner* believing that the young scholars, whose education is thus so well begun, are best fitted to complete it by means of this excursion. It makes no difference what text-books the student has used in acquiring his or her knowledge, or whether that knowledge was obtained from text-books, teacher, parents or friends. The question will be plainly, Who has the best knowledge of the subjects presented at the examination? The questions asked will be adapted to the age of the pupils, and in every way an honest attempt will be made to ascertain which are the wisest boys and girls on the Pacific Coast on the day of examination. To these boys and girls the offer of a trip to the World's Fair is made by the *Examiner*, and the offer will be carried out in good faith. As soon after the close of the examination as possible the examiners will announce the names of the winners.

I am glad to know that Governor Markham fully appreciates the importance of the National Columbian Public School Celebration, to be held on October 21st, and that he has issued his proclamation accordingly. We hope that Superintendents, teachers, and school authorities generally will vie with one another in making the day subserve a most valuable purpose on behalf of our schools.

The uniform program is to be issued by the Executive Committee of the Celebration, about the 5th of the present month. I think, however, that it is better for the schools not to wait for this program. The teachers and Superintendents should make all reasonable endeavor to make the celebration a successful one in their respective counties.

The following is the Governor's Proclamation:

State of California, Executive Department: Whereas the President of the United States, in pursuance of a joint resolution of the Senate and House of Representatives in Congress assembled, has issued a proclamation appointing Friday, October 21st, 1892, the four hundredth anniversary of the discovery of America by Columbus, a legal holiday for the people of the United States; now, therefore, I, H. H. Markham, Governor of the State of California, do hereby designate and appoint Columbus day, October 21st, A. D. 1892, as a public holiday, and, as the idea of celebrating the day first originated among the scholars of the public schools, I suggest that that institution be made the center of all local demonstrations.

In witness thereof, I have hereunto set my hand and caused the great seal of the State to be affixed at Sacramento this 29th day of August, A. D. 1892.

H. H. MARKHAM, Governor.

Attest: E. G. WAITE, Secretary of State.



COLUMBUS.

(From an ancient portrait in the Museum in Vicenza, Italy.)



THE MADRID HEAD OF COLUMBUS.

(Used on the medallion made as a souvenir of the 400th anniversary of the sailing of Columbus from Spain. This portrait was modeled by Lopez, and is purely an ideal head. It has been selected for the obverse of the souvenir half-dollars to be issued by the U. S. Mint.)

THE PACIFIC EDUCATIONAL JOURNAL.

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CURRENT EDUCATIONAL THOUGHT.

The more clearly we understand the philosophy of education, the nearer to infancy do we fix the time when systematic instruction should begin. Before school life, the ethical as well as the intellectual bent is largely determined.—PRESIDENT SHEPARD, of State Normal School, Winona, Minn.

Ethical training is the central function of education and character, the supreme test of the school. The one essential condition of vital ethical training is *character in the teacher*,—the one element that surely works for righteousness in a school is rightness in the teacher's life.—DR. E. E. WHITE, Cincinnati.

Character is of slow growth. No examination can test it. The teacher sees no immediate returns for his work, and loses heart. His faith in his work is not strong enough to beget a patience that never fails him. A capable and strong teacher who bears about with him a character flawless under the keen scrutiny of children, is an almost omnipotent factor in the formation of the character of his pupils. Virtue goes out of him. Only such a man can successfully give formal moral instruction. An artist may hide behind his pictures, an author may live his life outside his books, but the teacher and the man are inseparable.—DELIA LATHROP WILLIAMS, Delaware, Ohio.

It is a good thing to put a kindergarten into every school system, so far as this is practicable. We must decide how far it is practicable. The public will not sustain the kindergarten unless it can stand the best of practice, and prove it is worth all it costs. We cannot emphasize too much the fact that the American educational system is weaker at the bottom than anywhere else. The poorest teachers are where we ought to have the best ones, in the primary schools. If there is

any educational movement we ought to have, it is a decided movement for strengthening and developing the most elementary work, putting it upon a purely scientific basis.—SUPERINTENDENT ANDREW S. DRAPER, Cincinnati, Ohio.

The rising tide of American sentiment is to be hailed with delight; for there was enough need of real American spirit after the long period of indifference and self depreciation which followed the ardo s of the war. This new Americanism is to be deepened till it shall have force enough to carry the vast immigrant population pouring upon us. True Americanism is devotion to the highest interests of America. It is therefore not national conceit, nor national bump-tiousness, nor national selfishness. America has climbed beyond these semi-civilized qualities, and stands as a protest against them among the nations. The real Americanism is more than exultation over space and numerousness; it is recognition that America is another name for Opportunity: opportunity for the realization of justice; opportunity for the free use of all native powers; opportunity for the rounded development of every individual. Americanism also means the sense that American rights involve duties; the duty of each citizen to see that self-government is not a farce, but a truth; the duty to base legislation on moral principle; the duty to make America the mighty friend to all nations. The public school is the place where this Americanism can be taught. The approaching celebration of Columbus Day by the millions of Public School pupils of America will furnish a prodigious impulse to the cultivation of intelligent patriotism. To this end the nation ought to pause in its work, and on Columbus Day give to the Public School of America the encouraging attention it needs as the training school of future citizens. These effects should be followed up in every school by the formation of lyceums, under the direction of the teacher, where the question of political science, and most of all, the local issues of the town or city, can be fairly discussed. Class-room civics need all the inspiration which these outside popular lyceums, mock town-meetings, imitation congresses, can give if the next generation is to furnish a new race of statesmen. The State fosters the school; it is the school's business to make for the State a substantial bottom of citizenship. The school-master has the political opportunity of the future. He is the man to look after the politicians.—FRANCIS BELLAMY, in *The Youth's Companion*.

GENERAL DEPARTMENT.

NATIONAL SCHOOL CELEBRATION OF COLUMBUS DAY.

The Official Programme.



In obedience to an Act of Congress, the President on July 21st issued a Proclamation recommending that October 21st, the 400th Anniversary of the Discovery of America, be celebrated everywhere in America by suitable exercises in the schools.

A uniform Programme for every school in America, to be used on Columbus Day, simultaneously with the dedicatory exercises of the World's Columbian Exposition grounds in Chicago, will give an impressive unity to the popular celebration. Accordingly, when the Superintendents of Education, last February, accepted *The Companion's* plan for this National Public School celebration, they instructed their Executive Committee to prepare an Official Programme of exercises for the Day, uniform for every school.

To enable preparations for the National School Celebration in every community to begin *immediately*, this Executive Committee now publish through *The Companion*

THE OFFICIAL PROGRAMME

for the National Columbian Public School Celebration, of October 21, 1892.

NOTE—The instructions for the proper conduct of these exercises are given in the small type, the successive exercises themselves in the large type.

The schools should assemble at 9 A. M. in their various rooms. At 9:30 the detail of Veterans is expected to arrive. It is to be met at the entrance of the yard by the Color-Guard of pupils, escorted with dignity to the building, and presented to the Principal. The Principal then gives the signal, and the several teachers conduct their pupils to the yard, to beat of drum or other music, and arrange them in a hollow square about the flag, the Veterans and Color-Guard taking places by the flag itself. The Master of Ceremonies then gives the command "Attention!" and begins the exercises by reading the Proclamation.

1. READING OF THE PRESIDENT'S PROCLAMATION

by the Master of Ceremonies

At the close of the reading he announces: "In accordance with this recommendation by the President of the United States, and as a sign of our devotion to our country, let the Flag of the Nation be unfurled above this school."

2. RAISING OF THE FLAG.....*by the Veterans*

As the Flag reaches the top of the staff, the Veterans will lead the assembly in "Three Cheers for 'Old Glory.'"

3. SALUTE TO THE FLAG.....*by the Pupils*

At a signal from the Principal the pupils, in ordered ranks, hands to the side, face the Flag. Another signal is given; every pupil gives the Flag the military salute—right hand lifted, palm downward, to a line with the forehead and close to it. Standing thus, all repeat together, slowly: "I pledge allegiance to my Flag and the Republic for which it stands: one Nation indivisible, with Liberty and Justice for all." At the words "to my Flag," the right hand is extended gracefully, palm upward, towards the Flag, and remains in this gesture till the end of the affirmation; whereupon all hands immediately drop to the side. Then, still standing, as the instruments strike a chord, all will sing AMERICA—"My Country, 'tis of Thee."

4. ACKNOWLEDGMENT OF GOD.....Prayer or Scripture

5. SONG OF COLUMBUS DAY.....*by Pupils and Audience*Contributed by the *Youth's Companion*.

Air—Lyons.

Columbia, my land! all hail the glad day
When first to thy strand Hope pointed the way;
Hail him who thro' darkness first followed the Flame
That led where the Mayflower of Liberty came.

Dear Country, the star of the valiant and free!
Thy exiles afar are dreaming of thee.
No fields of the Earth so enchantingly shine,
No air breathes such incense, such music as thine.

Humanity's home! thy sheltering breast
Gives welcome and room to strangers oppress'd.
Pale children of Hunger and Hatred and Wrong
Find life in thy freedom and joy in thy song.

Thy fairest estate the lowly may hold,
Thy poor may grow great, thy feeble grow bold,
For worth is the watchword to noble degree,
And manhood is mighty where manhood is free.

O Union of States, and union of souls!
Thy promise awaits, thy future unfolds,
And earth from her twilight is hailing the sun,
That rises where people and rulers are one.—THERON BROWN.

6. THE ADDRESS....."The Meaning of the Four Centuries"
A Declamation of the Special Address prepared for the occasion by *The Youth's Companion*.
7. THE ODE....."Columbia's Banner"
A Reading of the Poem written for the occasion by Edna Dean Proctor.
Here should follow whatever additional Exercises, Patriotic Recitations, Historic Representations, or Chorals may be desired.
8. ADDRESSES BY CITIZENS, and National Songs.

EXECUTIVE COMMITTEE.

FRANCIS BELLAMY, *Chairman*, representing *The Youth's Companion*, Boston, Mass.

JOHN W. DICKINSON, Secretary of the Massachusetts Board of Education.

THOMAS B. STOCKWELL, Commissioner of Rhode Island Public Schools.

W. R. GARRETT, Superintendent of Public Instruction of Tennessee.

W. C. HEWITT, Superintendent of Michigan Educational Exhibit at World's Fair.

THE ADDRESS FOR COLUMBUS DAY.

THE MEANING OF THE FOUR CENTURIES

The spectacle America presents this day is without precedent in history. From ocean to ocean, in city, village and country-side, the children of the States are marshaled and marching under the banner of the nation; and with them the people are gathering round the school-house.

Men are recognizing to-day the most impressive anniversary since Rome celebrated her thousandth year—the 400th anniversary of the stepping of a hemisphere into the world's life; four completed centuries of new social order; the celebration of liberty and enlightenment organized into a civilization.

And while, during these hours, the Federal government of these United States strikes the keynote of this great American day that gives honor to the common American institution which unites us all,—we assemble here that we, too, may exalt the free school that embodies the American principal of universal enlightenment and equality; the most characteristic product of the four centuries of American life.

Four hundred years ago this morning the *Pinta's* gun broke the silence, and announced the discovery of this hemisphere.

It was a virgin world. Human life hitherto upon it had been without significance. In the Old World for thousands of years civilized men had been trying experiments in social order. They had been found wanting. But here was an untouched soil that lay ready for a new experiment in civilization. All things were ready. New forces had come to light, full of overturning power in the Old World. In the New World they were to work together with a mighty harmony.

It was for Columbus, propelled by this fresh life, to reveal the land where these new forces were to be given space for development, and where the awaited trial of the new civilization was to be made.

To-day we reach our most memorable milestone. We look backward and we look forward.

Backward, we see the first mustering of modern ideas; their long conflict with Old World theories, which were also transported hither. We see stalwart men and brave women, one moment on the shore, then disappearing in dim forests. We hear the axe. We see the flame of burning cabins and hear the cry of the savage. We see the never-ceasing wagon trains always toiling westward. We behold log cabins becoming villages, then cities. We watch the growth of institutions out of little beginnings—schools becoming an educational system; meeting-houses leading into organic Christianity; town meetings growing to political movements; county discussions developing federal governments.

We see hardy men with intense convictions, grappling, struggling, often amid battle smoke, and some idea characteristic of the New World always triumphing. We see settlements knitting together into a nation with singleness of purpose. We note the birth of the modern system of industry and commerce, and its striking forth into undreamed-of wealth, making the millions members one of another as sentiment could never bind. And under it all, and through it all, we fasten on certain principles ever operating and regnant—the leadership of manhood; equal rights for every soul; universal enlightenment as the source of progress. These last are the principles that have shaped America; these principles are the true Americanism.

We look forward. We are conscious we are in a period of transition. Ideas in education, in political economy, in social science are undergoing revisions. There is a large uncertainty about the outcome. But faith in the underlying principles of Americanism and in

God's destiny for the Republic makes a firm ground of hope. The coming century promises to be more than ever the age of the people; an age that shall develop a greater care for the rights of the weak, and make a more solid provision for the development of each individually by the education that meets his need.

As no prophet among our fathers on the 300th anniversary of America could have pictured what the new century would do, so no man can this day reach out and grasp the hundred years upon which the nation is now entering. On the victorious results of the completed centuries, the principles of Americanism will build our fifth century. Its material progress is beyond our conception, but we may be sure that in the social relations of men with men, the most triumphant gains are to be expected. America's fourth century has been glorious; America's fifth century must be made happy.

One institution more than any other has wrought out the achievements of the past, and is to-day the most trusted for the future. Our fathers in their wisdom knew that the foundations of liberty, fraternity and equality must be universal education. The free school, therefore, was conceived, the corner-stone of the Republic. Washington and Jefferson recognized that the education of citizens is not the prerogative of church or of other private interest; that while religious training belongs to the church, and while technical and higher culture may be given by private institutions—the training of citizens in the common knowledge and the common duties of citizenship belongs irrevocably to the State.

We, therefore, on this anniversary of America present the Public School as the noblest expression of the principle of enlightenment which Columbus grasped by faith. We uplift the system of free and universal education as the master-force which, under God, has been informing each of our generations with the peculiar truths of Americanism. America, therefore, gathers her sons around the schoolhouse to-day as the institution closest to the people, most characteristic of the people, and fullest of hope for the people.

To-day America's fifth century begins. The world's twentieth century will soon be here. To the 13,000,000 now in the American schools the command of the coming years belongs. We, the youth of America, who to-day unite to march as one army under the sacred flag, understand our duty. We pledge ourselves that the flag shall not be stained; and that America shall mean equal opportunity and justice for every citizen, and brotherhood for the world.

The Ode for Columbus Day.

BY EDNA DEAN PROCTOR.

"COLUMBIA'S BANNER."



' God helping me," cried Columbus, "though fair or foul the breeze, .
I will sail and sail till I find the land beyond the western seas!"—
So an eagle might leave its eyrie, bent, though the blue should bar,
To fold its wings on the loftiest peak of an undiscovered star!
And into the vast and void abyss he followed the setting sun;
Nor gulfs nor gales could fright his sails till the wondrous quest was done.
But O the weary vigils, the murmuring, torturing days,
Till the Pinta's gun, and the shout of "Land !" set the black night ablaze!
Till the shore lay fair as Paradise in morning's balm and gold,
And a world was won from the conquered deep, and the tale of the ages told!

Uplift the starry Banner! The best age is begun!
We are the heirs of the mariners whose voyage that morn was done.
Measureless lands Columbus gave, and rivers through zones that roll,
But his rarest, noblest bounty was a New World for the Soul !

For he sailed from the Past with its stifling walls, to the Future's open sky.
And the ghosts of gloom and fear were laid as the breath of heaven went by;
And the pedant's pride and the lordling's scorn were lost, in that vital air,
As fogs are lost when sun and wind sweep ocean blue and bare;
And Freedom and larger Knowledge dawned clear, the sky to span,
The birthright, not of priest or king, but of every child of man!

Uplift the New World's Banner to greet the exultant sun!
Let its rosy gleams still follow his beams as swift to west they run,
Till the wide air rings with shout and hymn to welcome its shining high,
And our eagle from lone Katahdin to Shasta's snow can fly
In the light of its stars as fold on fold is flung to the autumn sky!

Uplift it, Youths and Maidens, with songs and loving cheers;
Through triumphs, raptures, it has waved, through agonies and tears.
Columbia looks from sea to sea and thrills with joy to know
Her myriad sons, as one, would leap to shield it from a foe!
And you who soon will be the State, and shape each great decree,

Oh, vow to live and die for it, if glorious death must be!
The brave of all the centuries gone this starry Flag have wrought;
In dungeons dim, on gory fields, its light and peace were bought;
And you who front the future—whose days our dreams fulfil—
On Liberty's immortal height, Oh, plant it firmer still!
For it floats for broadest learning; for the soul's supreme release;
For law disdaining license; for righteousness and peace;
For valor born of justice; and its amplest scope and plan
Makes a queen of every woman, a king of every man!
While forever, like Columbus, o'er Truth's unfathomed main

It pilots to the hidden isles, a grander realm to gain.
Ah! what a mighty trust is ours, the noblest ever sung,
To keep this banner spotless its kindred stars among!
Our fleets may throng the oceans—our forts the headlands crown—
Our mines their treasures lavish for mint and mart and town—
Rich fields and flocks and busy looms bring plenty, far and wide—
And statelier temples deck the land than Rome's or Athens' pride—
And science dare the mysteries of earth and wave and sky—
Till none with us in splendor and strength and skill can vie;
Yet, should we reckon Liberty and Manhood less than these,

And slight the right of the humblest between our circling seas,—
Should we be false to our sacred past, our fathers' God forgetting,
This Banner would lose its lustre, our sun be nigh his setting!
But the dawn will sooner forget the east, the tides their ebb and flow,
Than you forget our radiant Flag, and its matchless gifts forego!
Nay! you will keep it high-advanced with ever-brightening sway—
The Banner whose light betokens the Lord's diviner day—
Leading the nations gloriously in Freedom's holy way!
No cloud on the field of azure—no stain on the rosy bars—
God bless you, Youths and Maidens, as you guard the Stripes and Stars!

HOW TO OBSERVE COLUMBUS DAY.

THE MORNING CELEBRATION.

The foregoing official programme provides for a morning celebration. The pupils of the schools are to gather on October 21st, at

the usual hour, in their respective schoolhouses. As far as possible, all the rooms in each schoolhouse under the same Principal should unite in having the same exercises. The parents and friends of the pupils should be brought together. Family interests on Columbus Day should be made to centre in the particular schoolhouse where the children attend.

The exercises of the morning may be simple or elaborate. Schools with sufficient resources may extend the official programme with additional features, such as special music by chorus or orchestra, and historical exercises. The largest liberty is left for individual ingenuity and taste.

AFTERNOON OBSERVANCES.

In the country, the day ought to be made a real holiday. Farm and household work might be well relinquished; and the families of the district come together at the schoolhouse, with their picnic lunches, prepared to make a day of memorable festivity. The exercises of the morning being over, the afternoon might be devoted to games, and to social re-unions of neighbors.

In cities and villages, however, the citizens will probably wish a floral demonstration, which may be in their own hands. Wherever the citizens are to conduct a celebration, two matters should be especially arranged:

First—That the civic celebration occur in the afternoon so that it will not conflict with the schoolhouse celebrations.

Second—That in the afternoon civic celebration ample recognition may be given to the public school idea, the characteristic of the day throughout the Nation.

THE REVIEW.

If there is a general parade, a "Public School Review" should be in its most honorable feature. If there is no general procession, the schools alone might be reviewed. Let the pupils meet at their schoolhouses at a designated hour, and be conducted by efficient marshals, without delays and in perfect order, to their places in the line. The Army Veterans, the Blue and the Gray alike, should march with the schools as special guards of honor. As the reviewing stand is reached, let each part of the column salute the flag.

THE MASS MEETING.

At the citizens' mass meeting after the review, the schools ought again to be given prominence. Seats should be reserved for their delegations. Some features of the morning's official programme might be repeated. At least one of the speeches should deal with the reasons for making the American educational system the centre of this Columbian celebration; for one of the aims of the movement is to impress the American people with the significance of free education to American progress and citizenship.

WHAT THE SCHOOLS ARE TO DO:

The first duty of each school, however, is to attend to its own morning celebration.

Teachers, Superintendents, and School Boards should confer, that action may be harmonious, and the best results attained. The proposed celebration should be explained to each school at the earliest moment. It should be so presented as to awaken enthusiasm. Interesting topics relating to Columbus and the discovery should be suggested for special investigation. Such topics might be: The Map of the World before the Discovery, Important Inventions and Events in Europe just before the Discovery, the Story of Columbus, the Ships of Columbus, What Columbus expected to find, Geographical Growth of the United States, Stories of South America, etc. The teacher should assign the address and the ode to those who can render them most intelligently. The flag salute and the songs should be persistently rehearsed.

Important committees of pupils should be appointed, 1, a Committee of Invitation, whose duty is to see that the family of each pupil receives a special invitation to the morning exercises of October 21st, and also, when they arrive to show them seats; 2, a Color Guard, whose duty is (1) to see that the school has a flag and a staff in proper condition; (2) to meet the Veterans as they arrive, and escort them with dignity to the Principal in the schoolhouse; (3) to act as aides of the Principal.

An efficient adult Committee of Arrangements should also be constituted. This committee must see, (1) that seats are prepared out of doors in hope of fair weather, and that a room is also engaged for the exercises should the day be stormy; (2) that fitting decora-

tions and printed programmes are provided; (3) that the local press is interested and invited; (4) that arrangements are made with the Veterans and other special guests for the parts they are to take.

The school Principal must make himself personally responsible for the work of each committee.

WHAT VETERANS, THE PRESS AND CITIZENS MAY DO.

The Veterans, as already recommended by the Commander-in-Chief, should at once ally themselves with the schools. Details of comrades should be assigned to each schoolhouse. These details should reach the schoolhouses on October 21st, promptly at 9:30 A. M. After their due reception, it will be their duty to stand by the flag, at the signal to run it up the staff, to lead the assembly in "three cheers," and then, as the guests of the day, to take their seats on the platform. In the review, the Veterans are to march as guard of honor to the schools. Veterans are the fitting patrons of this celebration, and should devise methods for its encouragement and success.

The local newspaper, as the natural organ of this movement, may take the effectual initiative wherever the celebration has not already been organized; and in any case it may both awaken and promote interest among pupils and citizens. Among other undertakings, the bringing out of early local history would be a happy idea.

Citizens generally should remember that their encouragement and active coöperation, as well as certain contributions of money, are needed by the schools if this celebration is to be made worthy of the day and of the community.

GENERAL SUGGESTIONS.

The songs to be used should be printed entire on the programme, and enough programmes provided so that each in attendance may have a copy. The singing should be by the whole assemblage. Primary Schools will do well to use the simplified form of the address.

The various patriotic organizations might fittingly be invited both to the morning exercises, and to serve, in addition to the veterans, as escorts in the review. The beauty of the review would be heightened if each school carried both the National Flag and a distinctive banner of its own. The review also might be made impressive by symbolic floats; models of the "Old Red Schoolhouse," and

of the ship of Columbus are among the appropriate subjects. The feature, however, should not be attempted unless it can be effectively done. In all cases, the fantastic should be rigorously barred from the procession.

Photographs both of the salute to the flag and of some aspect of the review would be prized local mementoes. One of these photographs, as well as the account of the celebration clipped from the local paper, would also be appreciated in the office of the Chairman of the Executive Committee. Honorable mention may be made of those towns in each State where the demonstrations seem especially commendable.

FRANCIS BELLAMY,

Chairman Executive Committee.

How Columbus Looked.—Described by His Son.

Columbus was of powerful frame, large build; of majestic bearing and dignified in gesture; on the whole well-formed; of middle height, inclining to tallness; his arms sinewy and bronzed like wave-beaten oars; says Emilio Castelar in the *Century*. His nerves high-strung and sensitive, quickly responsive to all emotions; his neck large and his shoulders broad; his face rather long and his nose aquiline; his complexion fair, even inclining to redness, and somewhat disfigured by freckles; his gaze piercing and his eyes clear; his brow high and calm, furrowed with the deep workings of thought.

In the life written by his son, Ferdinand, we are told that Columbus not only sketched most marvelously, but was so skillful a penman that he was able to earn a living by engrossing and copying. In his private notes he said that every good map draughtsman ought to be a good painter as well, and he himself was such in his maps and globes and charts, over which are scattered all sorts of cleverly drawn figures. He never penned a letter or began a chapter without setting at its head this devout invocation: "*Jesus cum Maria sit nobis in via.*" Besides his practical studies he devoted himself to astronomical and geometrical researches. Thus he was enabled to teach mathematics, with which, as with all the advanced knowledge of his time, he was conversant, and he could recite the prayers and services of the church like any priest before the altar.

He was a mystic and a merchant, a visionary and an algebraist. If at times he veiled his knowledge in cabalistic formulas, and allowed his vast powers to degenerate in puerile irritation, it was because

his own age knew him not and had dealt hardly with him for many years—from his youth until he reached the threshold of age—without taking into account the reverses which darkened and embittered his later years. Who could have predicted to him, in the midst of the blindness that surrounded him, that there in Spain, and in that century of unfading achievement, the name of Columbus was to attain to fame and unspeakable renown? There are those who hold that this was the work of chance, and that the discovery of America was virtually accomplished when the Portuguese doubled the Cape of Good Hope. But I believe not in these posthumous alterations of history through mere caprice, nor in those after-rumors of the discoverers who died in obscurity.—*Ex.*

The First Page From Columbus's Journal.



"In nomine D. U. Jesu Christi: WHEREAS, Most Christian, most high, most excellent and most powerful princes, king and queen of the Spains, and of the islands of the sea, our sovereigns, in the present year of 1492, after your highnesses had put an end to the war with the Moors who ruled in Europe, and had concluded that warfare in the great city of Granada, where, on the second of January, of this present year, I saw the royal banners of your highnesses placed by force of arms on the towers of the city, which is the fortress of that city, and beheld the Moorish king sally forth from the gates of the city, and kiss the royal hand of your highnesses and of my lord the prince; and immediately in that same month, in consequence of the information which I had given to your highnesses of the lands of India, and of a prince who is called the Grand Khan, which is to say in our language, king of kings; how that many times he and his predecessors had sent to Rome to entreat for doctors of our holy faith, to instruct him in the same; and that the Holy Father had never provided him with them, and thus so many people were lost, believing in idolatries, and imbibing doctrines of perdition; therefore, your highnesses, as Catholic Christians and princes, lovers and promoters of the holy Christian faith, and enemies of the sect of

Mahomet, and of all idolatries and heresies, determined to send me, Christopher Columbus, to the said parts of India, to see the said princes, and the people and lands, and discover the nature and disposition of them all, and the means to be taken for the conversion of them to our holy faith; and ordered that I should not go by land to the East, by which it is the custom to go, but by a voyage to the West, by which course, unto the present time, we do not know for certain that anyone hath passed. Your highnesses, therefore, after having expelled all the Jews from your kingdoms and territories, commanded me, in the same month of January, to proceed with a sufficient armament to the said parts of India; and for this purpose bestowed great favors upon me, ennobling me, that thenceforth I might style myself Don, appointing me high admiral of the Ocean sea, and perpetual viceroy and governor of all the islands and continents I should discover and gain, and which henceforward may be discovered and gained in the Ocean sea; and that my eldest son should succeed me, and so on from generation to generation forever. I departed, therefore, from the city of Granada, on Saturday, the 12th of May, of the same year 1492, to Palos, a seaport, where I armed three ships well calculated for such service, and sailed from that port well furnished with provisions and with many seamen, on Friday, the third of August, of the same year, half an hour before sunrise, and took the route for the Canary islands of your highnesses, to steer my course thence, and navigate until I should arrive at the Indies, and deliver the embassy of your highnesses to these princes, and accomplish that which you had commanded. For this purpose I intend to write during this voyage, very punctually from day to day, all that I may do, and see, and experience, as will hereafter be seen. Also, my sovereign princes, besides describing each night all that has occurred in the day, and in the day the navigation of the night, I propose to make a chart in which I will set down the waters and lands of the Ocean sea in their proper situations under their bearings; and further, to compose a book, and illustrate the whole in picture by latitude from the equinoctial, and longitude from the west; and upon the whole it will be essential that I should forget sleep and attend closely to the navigation to accomplish these things, which will be a great labor."—*Washington Irving.*

Character of Columbus.

In Columbus were singularly combined the practical and the poetical. If some of his conclusions were erroneous, they were at least ingenious and splendid; and their error resulted from the clouds which still hung over his peculiar path of enterprise. His own discoveries enlightened the ignorance of the age, guided conjecture to certainty, and dispelled that very darkness with which he had been obliged to struggle.

His conduct was characterized by the grandeur of his views and the magnanimity of his spirit. Instead of scouring the newly-found countries, like a grasping adventurer eager only for immediate gain, as was too generally the case with contemporary discoverers, he sought to ascertain their soil and productions, their rivers and harbors; he was desirous of colonizing and cultivating them; of conciliating and civilizing the natives; of building cities; introducing the useful arts; subjecting everything to the control of law, order, and religion, and thus of founding regular and prosperous empires.

Well would it have been for Spain had those who followed in the track of Columbus possessed his sound policy and liberal views. The New World, in such cases, would have been settled by pacific colonists, and civilized by enlightened legislators, instead of being overrun by desperate adventurers, and desolated by avaricious conquerors.

Columbus was a man of quick sensibility, liable to great excitement, to sudden and strong impressions and powerful impulses. He was naturally irritable and impetuous, and keenly sensible to injury and injustice; yet the quickness of his temper was counteracted by the benevolence and generosity of his heart. He was devoutly pious; religion mingled with the whole course of his thoughts and actions, and shone forth in his most private and unstudied writings.

It cannot be denied, however, that his piety was mingled with superstition, and darkened by the bigotry of the age. He evidently concurred in the opinion, that all nations which did not acknowledge the Christian faith were destitute of natural rights; that the sternest measures might be used for their conversion, and the severest punishment inflicted upon their obstinacy in unbelief.

With all the visionary fervor of his imagination, its fondest dreams fell short of reality. He died in ignorance of the real grandeur of his discovery. Until his last breath, he entertained the idea

that he had merely opened a new way to the old resorts of opulent commerce, and had discovered some of the wild regions of the East. He supposed Hispaniola to be the ancient Ophir which had been visited by the ships of Solomon, and that Cuba and Terra Firma were but remote parts of Asia. What visions of glory would have broken upon his mind could he have known that he had indeed discovered a new continent equal to the Old World in magnitude, and separated by two vast oceans from all the earth hitherto known by civilized man! And how would his magnanimous spirit have been consoled amidst the afflictions of age and the cares of penury, the neglect of a fickle public and the injustice of an ungrateful king, could he have anticipated the splendid empires which were to spread over the beautiful world he had discovered; and the nations and tongues and languages which were to fill its lands with his renown, and revere and bless his name to the latest posterity!—*Washington Irving.*

Christopher C——.

In the City of Genoa, over the sea,
 In a beautiful land called Italy,
 There lived a sailor called Christopher C——;
 A very wise man for his time was he.

He studied the books, and maps, and charts,
 All that they knew about foreign parts;
 And he said to himself, "There certainly oughter
 Be some more land to balance the water."

"As sure as a gun the earth is round;
 Some day or other a way will be found
 To get to the east by sailing west;
 Why shouldn't I find it as well as the rest?"

The court philosopher shook his head,
 Laughing at all that Christopher said;
 But the Queen of Spain said, "Christopher C——
 Here is some money; go and see."

That is just what he wanted to do,
 And in fourteen hundred and ninety-two
 From the port of Palos one August day
 This Christopher C—— went sailing away.

He sailed and sailed with wind and tide,
 But he never supposed that the sea was so wide,
 And the sailors grumbled, and growled, and cried:
 "We don't believe there's another side.

"O, take us back to our native shore,
 Or we never shall see our wives any more!
 Take us back, O Christopher C——!
 Or we'll tumble you overboard into the sea."

In spite of their threats he wouldn't do it;
 There was land ahead and Christopher knew it.
 They found San Salvador, green and low,
 And the Captain shouted, "I told you so!

"This is the land King Solomon knew,
 Where myrrh, and aloes, and spices grew.
 Where gold, and silver, and gems are found,
 Plenty as pebbles all over the ground."

They thought they had sailed clear round the ball,
 But it wasn't the other side at all,
 But an island, lying just off a shore
 Nobody had ever seen before.

They planted their flag on a flowery plain,
 To show that the country belonged to Spain;
 But it never once entered Christopher's mind
 That North America lay behind.

Then Christopher C——, he sailed away,
 And said he would come another day;
 But, if he had stayed here long enough,
 We should talk Spanish or some such stuff.

—*Young Idea.*

Indian Contract Schools.

[Gen. T. J. Morgan, Commissioner of Indian affairs, sends the following circular which is of public interest.]

The United States Government carries on the work of Educating the Indians primarily and chiefly through public institutions organized and managed by the Indian Office on a strictly non-partisan and non-sectarian basis. All the superintendents, teachers, matrons and physicians for these schools are in the classified service and are appointed on the certification of the Civil Service Commission. It is impossible to apply to them any partisan or sectarian test, they being appointed solely upon the merits of their examination.

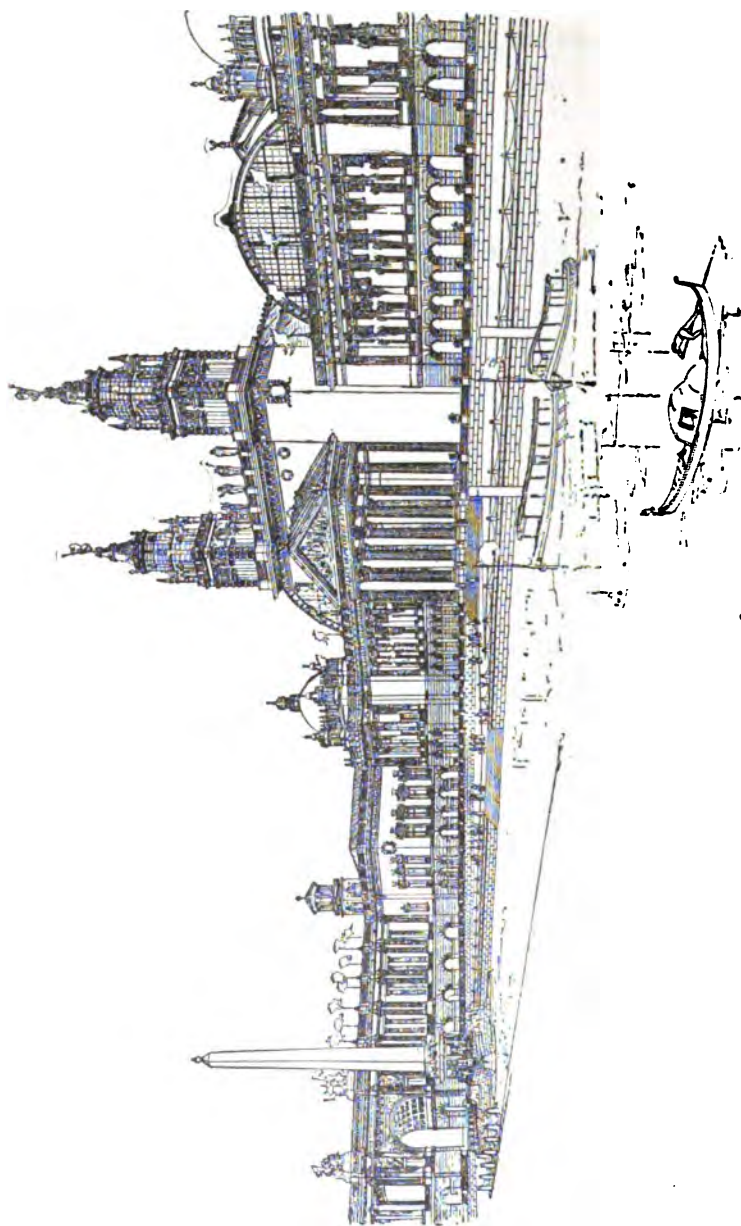
For some years the Government has also appropriated from the public treasury money to various contract schools.

The following table exhibits the amounts set apart for various religious bodies for Indian education for each of the fiscal years 1886 to 1893 inclusive:

TABLE 10.—AMOUNTS SET APART FOR VARIOUS RELIGIOUS BODIES FOR INDIAN EDUCATION FOR EACH OF THE FISCAL YEARS 1886 TO 1893 INCLUSIVE.

	1886	1887	1888	1889	1890	1891	1892	1893	Total for 8 years.
Roman Catholic.....	\$118,343	\$194,635	\$221,169	\$347,672	\$356,957	\$363,349	\$394,756	\$369,535	\$2,366,416
Presbyterian.....	32,995	37,910	36,500	41,825	47,650	44,850	44,310	29,040	315,080
Congregational.....	16,121	26,696	26,080	29,310	28,459	27,271	29,146	25,736	208,819
Martinsburg, Pa.....	5,400	10,410	7,500	Dropped					23,310
Alaska Training School.....		4,175	4,175						8,350
Episcopal.....		1,890	3,660	18,700	24,876	29,910	23,220	4,860	107,146
Friends.....	1,960	27,845	14,460	23,483	23,383	24,743	24,743	10,020	150,537
Mennonite.....		3,340	2,500	3,125	4,375	4,375	4,375	3,750	25,840
Middletown, Cal.....		1,523							1,523
Unitarian.....		1,350	5,400	5,400	5,400	5,400	5,400	5,400	33,750
Lutheran, Wittenberg, Wis.....			1,350	4,050	7,560	9,180	16,200	15,120	53,460
Methodist.....				2,725	9,940	6,700	13,980		33,345
Mrs. L. H. Daggett.....								* 6,480	6,480
Miss Howard.....								2,500	6,375
Appropriation for Lincoln Institution.....	33,400	33,400	33,400	33,400	33,400	33,400	33,400	33,400	267,200
Appropriation for Hampton Institute.....	20,040	20,040	20,040	20,040	20,040	20,040	20,040	20,040	160,320
Total.....	\$228,259	\$363,214	\$376,264	\$529,905	\$562,640	\$570,218	\$611,570	\$525,881	\$3,767,951

* This contract was made last year with the Board of Home Missions of the M. E. Church. As that organization did not wish to make any contracts for the current fiscal year, the contract was renewed with Mrs. Daggett.



WORLD'S FAIR MACHINERY HALL, 850 x 550 FT.

METHODS AND AIDS.

Believe In The Boys—Without a “But.”

BY MARGARET E. SCHALLENBERGER, SAN JOSE NORMAL.

We are a pampered generation. Think of our opportunities for doing and being. Think of all that is done by writers, lecturers, pastors, teachers, parents and friends in tearing away the veils of degradation and showing us what we ought to be.

And yet, how much that is beautiful, elevating and inspiring in itself fails to teach us! A book is coldly criticised as a book. We calmly point out its beauties, expatiate upon its style, grow enthusiastic over its ethical tone, and then,—leave it to exert its influence upon the common herd. We allow ourselves to be carried away for the moment by a lecture or a sermon. We float along with the speaker in heavenly clouds; then we suddenly descend, and talk of it all as we would of a delightful sermon, beautiful but unreal. We appreciate the interest our teachers show in our welfare; we enjoy their ideals; we wax eloquent over what they have done for us, and then,—we go out into the world and straightway forget what manner of men we are. The companionable friend by the strength of comradeship or the lending of a hand in time of trouble fills us with an all-pervading sensation that quivers with pulsations of gratitude,—for a whole day. The gentle mother by all that she does and is, or through memory of that pure unselfishness which only a mother can show, oftener perhaps than any other, presents to us pictures of the ideal self; but even these fail to make permanent impressions.

Why is it that these ideals so forcibly presented, whose excellence we acknowledge, whose charms allure us, whose attractions entice us, whose divinity thrills us, must exist in the land of shadows? Why must they always remain fanciful, mysterious, unreal, coming to us occasionally, showing us for the time being the beautiful possibilities of what might be, then leaving us alone in the dark reality of what is?

This need not be. Ideals could be made realities if we would do for one another all that we should. Let writers, lecturers, preachers, teachers, parents and friends take one step farther,—present the ideals and then *believe in them*.

The devoted father calls his erring son to his side, lays one hand upon that son's arm, clasps the other in his with fervent grasp, and

looks upon him with eyes full of love, while he presents to the boy an ideal that sends the blood to the young fellow's cheeks and kindles his eyes with fire. Hope, courage, inspiration, responsibility rapidly follow one another in the youth's face. A thoughtful, earnest determination is beginning to pervade it when the father adds, "This is what I had expected of my boy; this is the picture I have been painting ever since the day you lay, a helpless infant, in your dear mother's arms, but,"—ah, that *but*,—"your character is almost formed and I have grave misgivings as to your future. You have gone so far astray and have so little will power that I doubt your ability to reform. You may be able to climb up, but my surprise at this would be even greater than my pleasure. However, my son, I beseech you try for your old father's sake." That last loving appeal is unavailing. The strong and lofty look of determination to do and to be has given place to one of sullen despair. The ideal has vanished. The incentive is gone. The boy goes forth to struggle alone. Will he struggle? What is the use? *Nobody believes in him.* Oh, the power of faith, faith in ourselves, begotten of the knowledge of faith in us of those whose opinions we value, those who are nearest and dearest, those whom we love.

The writer, with his well-rounded sentences, and exquisite figures of speech, may so clothe beautiful thoughts as to form ideals of manly men and womanly women, such as the world has never before known. and yet if he cannot show his readers, in some clear and forcible way, that he believes in the possibility of existence in this "wicked world" of just such men and women, and that he has faith that those who see the pictures formed will see them always and reach out towards them, his artistic touches will fade away and leave no trace in our practical lives of their one-time existence. Writers too often work to uplift rather than to keep uplifted those to whom they appeal. They seek to edify rather than to strengthen. We are in sympathy with them head to head, hand to hand, even heart to heart; but not soul to soul.

The teacher who has faith in children, in their capabilities, in their desires, in their longing after the infinite something that is better than the present gives, wields a power whose strength is magical. She seldom says "don't." She often says "do." She talks to the children as if she expected they wanted to do right and only needed to be shown how. She *does* expect this. The children feel her faith, they are elevated, and they stay elevated for more than a moment, more than an hour, more than a day. If they fall she is sorry and surprised. It is the surprise quite as much as the sorrow that

puts them on their feet again. Many of the trials and tribulations of childhood's school-days disappear under this wonderful influence. "I think you had better remain a few minutes to-night, my boy, and copy that exercise. You probably forgot to-day, and hurried a little, not realizing that you were scribbling. You see it is not nearly up to your best effort and you do not feel comfortable to let it stand so. I am very sure of that. You will find paper in that table drawer." The child shows his uncomfortableness in a blush of shame and not having kept upon the height on which he is expected to walk. Perhaps he intended to shirk for once, but the teacher's innocence of it and confidence in his desire to do right, make the staying after school a voluntary punishment, and such a strengthener of character as many a flowery and eloquent sermon fails to give.

"Do ye know why I didn't lie out of it," said Jim "Blue-bottle" to his confidential friend Jake? "Now mebbe ye'll think I was all-fired silly, but I jest couldn't. She called me up to her, quiet-like and said, 'Now, Jim, I know yer faults and I know yer virtues. Yer aint no coward, Jim, and yer won't lie even if yer should have ter take a lickin. Some boys will say the square thing when they think they won't get licked, and some boys will tell the square thing any way. A fellow like you who could grab a little kid out from under a runaway horse like you did poor Sammy Smithers, aint got to be no coward now. Whatever ye tells me, Jim, I'll believe, and there the thing ends; for I won't ask no one else.' Then I said, 'why don't yer ask Willie Perkins as allus does what yer say? But she said *she'd believe me as quick as any feller in the school.* Think of that Jake! And then I jest up and told her, and she said she was awful sorry I done it, but the principal said he'd lick the boy, and course I'd have to git licked. I said 'course' and I tuck the lickin. Feel kind o' sore outside, but awful quiet-like inside. I'll do it agin to. You bet she's right when she says 'Jim yer have yer faults but yer aint no coward.' Most folks think I'm a tough, but she don't. *She knows I won't lie, and I won't lie never no more.*"

Who of us has not some time in life felt like Jim "Blue-bottle," "more quiet-like inside" for having chosen to do right, and can we not all look back on some epoch in life quite as striking as this in his, when we have not only felt like being brave and true and pure, but have been so *because somebody believed in us?*

Why, then, go through the world doubted and doubting? With high ideals and faith in one another, timid aspirations will become bold determinations; good intentions show themselves in noble acts; and pure thoughts produce loving lives.—*N. E. Journal of Ed.*

The Characteristics of an Ideal Lesson.

The process of education is something much more than the giving of lessons. A teacher may be capable of producing excellent lessons, and yet be by no means an excellent educator. Still, lesson-giving is a large part of the work of the day-school teacher, and it is universally accepted as one of the chief means of education. It is therefore worth our while to concentrate our attention on it.

I will enumerate twenty characteristics which appear to me to be essential to an ideal lesson :

1. The teacher must know what result he wants to gain from the lesson—*i. e.*, the ideal lesson has a definite end.

2. An ideal lesson must have a three-fold result on the pupil—(1) an increase of right motive power ; (2) an increase of intellectual powers ; (3) an increase of organized knowledge.

3. An ideal lesson must be complete in itself.

4. The ideal lesson must be vitally connected with a series of lessons.

5. The ideal lesson must be preceded and followed by private work. I would lay great stress on this. Our pupils must have the opportunity of private and solitary work, and I do not mean mere memory or mechanical work.

6. The ideal lesson must be connected with the *life* of the child.

7. The ideal lesson must be connected with the life of the world.

8. The ideal lesson must be connected with the world of books.

9. The ideal lesson must be connected with the previous knowledge of the child.

10. The ideal lesson must be given in paragraphs. One of the many advantages of preparing one's lessons very thoroughly beforehand is, that careful preparation usually enables one to see the different points which will appropriately form the centre of paragraphs.

11. The ideal lesson must have the salient points clearly emphasized.

12. An ideal lesson contains at least three kinds of intellectual processes. (1) *The getting of truth.* (2) *The expressing of truth.* (3) *The using of truth.*

13. The form of an ideal lesson is that of a conversation. I mean a real conversation, not a catechism in which one side asks questions, and the other answers them.

14. In the ideal lesson, the teacher leads part of the time, but the children also lead.

15. The ideal lesson flows on smoothly from beginning to end.

16. In the ideal lesson, the teacher and the children are happy, and their happiness has the same source—the lesson.

17. I have assumed that, in the ideal lesson, the children are educated during the process. I will now make a further assumption, that in the ideal lesson the teacher is also educated.

18. In an ideal lesson, the originality of each child has been developed.

19. In an ideal lesson, the originality of the teachers has been developed.

20. The ideal lesson must be one that no one else could have given, under any possible combination of conditions. The most important factor in a lesson is not the subject—although that is important,—nor the method—although I greatly value method,—but *the teacher*.

It is always a little sad to speak of the ideal, because one is so constantly reminded of the non-ideal reality, of the dull lessons we have given, and of our many mistakes. Still we, as well as our pupils, are living in the world where we can learn, and grow wiser and more skillful. Neither our general education nor our professional education is finished, and we can still improve. The discussion of every educational problem always makes prominent the same two facts—the greatness of our work, and its exceeding difficulty. Still, both facts are comforting. Our work is so difficult, it is worth the toil of a lifetime; and it is so great that it is worthy of our keenest enthusiasm, our most earnest endeavor, our most unflinching perseverance.

—E. P. HUGHES, IN *Journal of Pedagogy*.

The press is a vast text-book of current events; a syllabus of the thoughts and experiences of all people; an encyclopedia of their material growth and advancement, and a library filled with conceded facts and recorded achievements. The press is the most influential text-book of the age, and in the home, which is the nation's great university, there is none so wide in its scope of instruction, and so potential in shaking and molding public opinion, because it gathers the thoughts of the world and photographs its current events, and discusses all questions growing out of and attendant upon their occurrence.—OTIS F. PRESBREY, *Public Opinion*, Washington, D. C.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The Schools of Riverside.

[From Annual Report of Ex-Supt. C. H. KEYES.]

PROMOTIONS.

As indicated in last year's report, promotions on the basis of examination have disappeared from our schools. Assignment to advanced class is no longer made on the theory that a pupil has exhausted certain subjects designated as a material for study in the grades below, but such an advancement takes place whenever a student can demonstrate his ability to intelligently perform the work of a higher grade. Teachers are encouraged to make careful study of the powers and capacity of individual pupils, and upon their recommendations the promotions take place. Pupils not satisfied with the assignment made on this basis may be given a written examination, but it is interesting to know that fewer than twenty pupils have made any appeal from the decisions of the teachers.

COURSE OF STUDY.

At the commencement of the year the course of study for the Grammar Schools of this city was essentially modified by the elimination of much unnecessary and impracticable work which, under the old requirement of the County Board of Education, teachers had been called upon to do. The course promulgated by the present County Board in the month of August, 1891, reduced the number of subjects required in the Grammar School curriculum from fourteen to eight, and materially the character of the work required in the subjects retained. In Arithmetic the traditional order of text-book subjects was dropped, and the method of proceeding from the easy to the more difficult application was adopted in every grade. For example, the simple things of fractions and denominate numbers were made familiar to the child in the first and second grades, while in the third and fourth grades the fundamentals of percentage and decimals were introduced. All through the course this work is continued until that which, in the beginning, was but a simple object lesson, had become the class work of the text-book. Under this system no pupil

leaving school after the fourth or fifth grade has been reached goes without acquaintance with the fundamental principles of business arithmetic. The progress is more rapid, the discipline more thorough, and time is furnished to accomplish something more than the eternal cyphering which is the bane of so many pupils. The omission of those portions of arithmetic, which have no bearing upon the practical work of life and no disciplinary values, also contributed to this end.

The text-book work in Language and Grammar, in the first seven grades, gave way to a systematic training in the use of English. The thought basis for this work was furnished by a series of lessons in elementary science which were given daily in every grade. During each year four lines of observation, investigation and study were projected. Man, animals, plants, matter and force were the subjects of these lessons. The work was made eminently concrete, and the children led to report orally and in writing the interesting results of their study. Thus, by much intelligent writing and speaking, will they acquire a reasonable mastery of the English language, without which even the most humble scholarship must be deemed defective. In the eighth grade the formal study of technical grammar was taken up and prosecuted in connection with the reading of the year.

The new course in Geography, which devoted itself to a study of the earth as the home of man, and substituted for the burdensome details of political geography the interesting principles of structural geography, was found both helpful and suggestive. Certainly no subject in the whole curriculum has been made more intensely interesting to the pupils of every grade than that of geography. No small degree of credit for this result is due to Miss Harriet A. Ludington, who is now of the Fourteenth Street School of this city, formerly of the Cook County Normal School. In a series of meetings held especially for this purpose Miss Ludington did much to stimulate extraordinary interest and to help her associate teachers to improved methods of instruction in this subject.

In Reading the course followed substituted for much of the regular text-book work the study of some of the leading masterpieces of the language. Beginning with the third grade, three or four books, valuable for literary, geographic, scientific or historic matters, were placed in the hands of the pupils. The development of a love for choice literature went hand in hand with the training in the art of grasping thought from the printed page. Such books as Ruskin's "King of Golden River," Hawthorne's "Tanglewood Tales" and

"Wonder Book," and Longfellow's "Miles Standish," Whittier's "Snow Bound," Scott's "Lady of the Lake" and Irving's "Alhambra" were carefully studied. These books were not simply placed in the hands of the pupils for sight-reading or for occasionally supplementing the regular readers, but were in the hands of the pupils day after day, that the same intelligent preparation of their subject matter might be expected as is ordinarily required for the regular reading lesson.

The foregoing, in brief, are the leading changes in the course of study. Most of them had been foreshadowed in the practice of the previous year in the schools of this city, and a second year's experience, under improved conditions, brings us to the conclusion that the changes have accomplished great good for the schools.

Ventura County Schools.

Rich as this county is in material resources, it presents an equally satisfactory exhibit in educational affairs, as the following table shows.

Number of teachers employed January 1, 1891.....	
Number of teachers employed August 1, 1892.....	
Average length of school term for year ending June 30, 1891...	7.92 mo
The same for year ending June 30, 1892.....	8.43 mo
Average salary for 1890-91.....	
Average salary for 1891-91.....	
School tax rate for 1890-91.....	12 3-10 ct
School tax rate for 1891-92.....	16 2-5 ct
Assessment roll for 1891.....	\$7,051.25
Assessment roll for 1892.....	7,886.059
Assessment roll for 1893.....	9,000,000

There are two Union High Schools. One located at Ventura, comprising Ventura, Avenue and Mound districts; the other, at Santa Paula, comprising Santa Paula, Live Oak, Briggs, Mupu, Santa Clara, San Cayetano, Bardsdale, Cienega and Willow Grove districts.

The High School teachers in Ventura are R. O. Hickman, Principal, salary \$135; Miss Annie Brewer, \$100; Lee W. Loyd, \$80. The two last named are from the State University.

At Santa Paula, the Principal is Watson Nicholson, of Stanford University, salary \$1400 a year; assistant Miss Florence Beaver, of the State University, salary \$90.

The High School at Ventura has an interesting history. It was organized by vote of the electors of Ventura three years ago, as a High School for the town of Ventura. This was largely due to the earnest advocacy and wise management of Samuel T. Black, then Principal of the Grammar School, now Superintendent of the county. Geo. M. Stratton, now assistant to Prof. Howison, of the State University, was Principal Black's assistant in the High School.



VENTURA HIGH SCHOOL.

The school was reorganized in 1890 under the Union High School Bill, being one of the very earliest to take advantage of the new law. It has a four year's course and is an accredited school in all but physics, higher Latin and Greek, which subjects were not fully covered at the close of the term. It enrolled 73 pupils in June last. Santa Paula enrolled 44. Ventura has four students in the State University, two of whom are taking the Classical course. It has one student at Stanford. Superintendent Black is vigorous and thorough, and his administration is popular and strong. Dr. Winship, of the *New England Journal of Education* once remarked, that nowhere did he find a more appreciative body of teachers than in Ventura and he added, "They all subscribe for and read educational journals."

County Institutes.

The Ventura County Institute was held September 19-22, general sessions in the afternoons, section work (High School, Grammar and Primary) in the afternoons.

The Editor of the PACIFIC EDUCATIONAL JOURNAL; Prof. C. H. Keyes, President of Throop University; Walter Nicholson, Principal of the Santa Paula High School and Prof. Cole, of Pasadena, were the instructors. Mr. Fisher spoke on School Organization and management, State, County, District; on Ventura schools at the World's Fair, Geography, Graduation, and Promotion. Prof. Keyes on Civics, Fundamentals in Arithmetic, School Economy, The Imaginative Faculty and the Training of the Perceptives. Mr. Nicholson on Color and its Relation to Number and Form, The Elements of Geometry, Ethics of Carlyle, and History; Prof. Cole represented Mason's Music Readers, recently adopted in the County. Miss Brewer exemplified a class recitation from Snow Bound. Miss Hattie Hook conducted a class recitation in reading, and Miss Parsons, Drawing and Modeling.

A feature of the Institute was an evening address by Prof. Keyes, on the Australian ballot, with an exemplification of balloting in charge of an Election Board composed largely of ladies.

Among the resolutions adopted was one calling for an amendment of the law placing Stanford University on the same basis as the University of California relative to granting certificates; one favoring a Columbus Day Celebration; another, heartily in favor of a creditable educational exhibit at the World's Fair.

The High school teachers recommended the following amendments to the Union High School Law.

1. A change in title to include maintenance as well as organization.
2. The first part of Section 1. changed to read. *Any city, incorporated town or school district may by majority vote*, etc.; other changes to conform with this.
3. Section 3. "Board of City Trustees" changed to read *of the Board or Boards*, etc.
4. Provision for subsequent meetings in case of failure to locate High school at the first meeting.
5. High School Board to recommend minimum amount required to maintain the school. Superintendent may increase but cannot decrease this amount.

6. Provision made by which the High School Board, if large, may appoint from their number an Executive Committee to do business.
7. Trustees to consult the *wishes of the electors at a district meeting before signing a petition for a High School.*
8. Provision for the addition of new districts.

The San Diego Schools.

To the visitor traversing the length of San Diego City or ascending to the mesa from the shores of the bay, nothing is more striking than the appearance of its public school buildings. Ample in their accommodations, pleasing in exterior, commanding in their sites, they are fit tokens of the enterprise, intelligence and liberality of the citizens. The oldest was built in 1882, the others since 1886, the aggregate cost being over \$125,000.

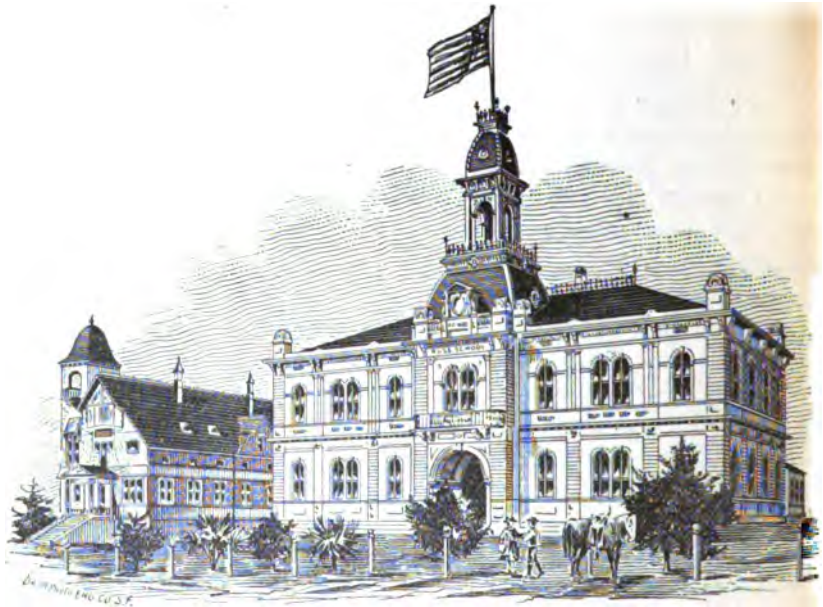
The cosmopolitan character of the people is evinced by the fact that out of a school enrollment of more than 2,000, only 700 are of California birth. Nearly every State in the Union is represented; 71 are credited to Colorado, 112 to Illinois, 109 to Iowa, 150 to Kansas, 103 to Texas, 66 to Ohio, etc. Canada has 35, England 29, Germany 17, Ireland 7 and Mexico 20.

Seventy teachers are employed, of whom sixty-eight are women. The salary of principals is \$100. The highest grammar grade and lowest primary are paid the same salary, \$80, others receive \$75. The total expense of the department for the year ending Dec. 31, 1892, was \$92,375.

A prominent feature is the kindergarten. There are five of them, enrolling over 200. These were organized immediately after the passage of the act by the Legislature of 1890-91, permitting the use of State school money for their support. The Superintendent in his annual report says:

The kindergartens, adopted as a part of the public primary schools of the city early in the present school year, have been very successful, and what was at first looked upon by those who had not perfectly familiarized themselves with the system as an experiment, has now become firmly established as one of the most important parts of our city school system, and its practicability and efficiency is duly appreciated by the parents of the more than three hundred little ones in attendance. The proposition to adopt the kindergarten as a part of the primary schools was presented to the Board by Mr. L. W. Allum, Chairman of the Teacher's Committee, an earnest advocate of the system, and through whose instrumentality, mainly, they were incorporated.

Up to June, '92, there were special teachers in Manual Training, Drawing and Music. The two last named were discontinued on account of the desire for retrenchment, and the work will be done by the class teachers during the current year. It is hoped that some other city will avail itself of the opportunity thus afforded and secure the services of Mrs. Juliet Powell Rice, whose work in music is not surpassed in any of the schools of the State.



SAN DIEGO HIGH SCHOOL AND GYMNASIUM.

In her report Mrs. Rice says :

It has been my aim to put music on the same basis with other studies. The requests from parents to allow their children to drop the study of music, when referred to me, has in every case resulted in a withdrawal of that request, until today, every pupil in the city below the high school is doing the work cheerfully and well.

Pupils who were excused from supposed physical inability are working from choice. Each teacher is doing all she can and the work is uniform.

The Manual Training Department is in charge of Oliver Webb, of the Cogswell School in San Francisco. Opened a year ago, its development is viewed with much interest.

Sewing has been a part of the manual training, for nearly two years. No special teacher has been employed. To quote from the report :

No special teacher is employed, the grade teachers do the work. Up to the fourth grade it is taught to both girls and boys, and includes cutting squares of different dimensions, basting, overhanding, overcasting, running seams, and hemming, the cloth to be cut both straight and bias.

From the fourth to the ninth grade it is taught only to the girls, and includes back stitching, running, filling, sewing in cords, binding, gathering, and laying gathers, patching, buttonholes, eyelets, thread eyes, sewing on all kinds of buttons, hemstitching, drawn work in simple form, scallop, herring-bone, feather, satin, outline and chain stitching, and the cutting and making of useful and ornamental articles.

Every pupil has a sewing bag containing No. 8 needles, No. 50 thread, thimble and scissors.

In the primary grades one-half, and in the grammar three-fourths of an hour per week is devoted to the work. It has been well received both by pupils and parents.

The High School has grown in four years from an enrollment of fifty to an enrollment of nearly two hundred. The course is one of four years. F. P. Davidson, Principal, has associated with him, Mrs. R. V. Winterburn, Miss E. A. McConoughey, Miss N. A. Clark, Mrs. J. F. Gilmartin, and Prof. E. H. Coffey instructor in Spanish and French.

The course of study and rules of the Board indicate intelligent care in their preparation. We quote a few rules:

Pupils absenting themselves from school during the examination with the apparent object of avoiding the same, shall in no case be promoted.

Any person making a charge or complaint against a teacher, principal, janitor, or the Superintendent, must make the same in writing or it shall not be considered.

Any pupil absent from school for three consecutive days, except for sickness, suspension, or on account of contagious disease in the family, shall forfeit his seat, etc.

A system of school children's deposits in savings banks has been in use for over two years. They have learned that "one hundred cents make a dollar" and also some practical knowledge of transacting business with banks.

The very practical nature of the work to be done in the various branches of study is noticeable all through the Manual but nowhere more than in Geography. The county, its topography, history, climate, productions, roads etc., are thoroughly treated. One significant sentence discloses the strong loyalty to its particular locality characteristic of every community in the southern part of the State; it runs thus: "*some difficulty is experienced in making pupils fully understand frost and snow, which they never may have seen.*"

Superintendent De Burn is an earnest, faithful official. Superintendents should secure a copy of his "Outlines of Partial Course of Study." It will well repay examination.

California Educational Exhibit at the World's Fair.

EDUCATIONAL DEPARTMENT, CALIFORNIA WORLD'S FAIR COMMISSION,
73 FLOOD BUILDING, SAN FRANCISCO, Sept. 25, 1892.

COMMITTEE CIRCULAR NO. 1.

GENERAL OUTLINE.

To the Superintendents of Schools and Boards of Education of California.—

GENTLEMEN: The Committee in whose charge has been placed the matter of an Educational Exhibit at the World's Fair having in mind: *first*, the avenues through which necessarily and primarily such an exhibit must be provided; *second*, the importance of defining as early as possible the character, variety and scope of the exhibit; *third*, the advisability of making the least draft upon the time of teachers and pupils that will secure a creditable exhibit,—have, after a careful and deliberate survey of the field, agreed upon the following, to which they respectfully call your attention with a view to prompt action:

CHARACTER OF EXHIBIT.

1. Each county shall have a distinct place in the exhibit. The cities of San Francisco, Los Angeles, Oakland, Stockton, Sacramento, San Diego and San Jose are to form a "City Exhibit."

2. Each county booth shall have: (a.) A statistical tablet showing area, chief industry, population, school attendance, assessed value of property, school tax rate and cost per capita of education. This tablet to be inclosed in a frame made of material indicating the chief product or business of the county; thus the mining counties will choose bits of ore, grain counties some leading cereal, etc. Superintendents will furnish the data in due time; the committee will prepare the tablets. (b.) A relief map of the county made by the school best prepared to do this work; the committee will fix the scale and suggest the material for the map in a circular to follow. (c.) Photographs of typical school buildings, including some interiors, showing furniture, library, etc. These photographs being of uniform size, $4\frac{1}{2} \times 6\frac{1}{2}$ (cabinet size) or 8×10 , the latter preferred, should be sent to the committee unmounted. (d.) Illustrative work along the following lines: language (including work in literature), elementary science, drawing (including modeling) and arithmetic and higher mathematics, also manual training products. *if prepared under the supervision of the teacher during the school sessions.*

The material (paper), with proper headings and topics and problems, will be furnished by the committee to counties desiring it, for which await a future circular. *These papers must represent work done in school within a limited time and without special preparation, thus confining the draft upon the time of teachers and pupils to recitation periods within the compass of a few days and showing what pupils are able to do without prolonged strain or special drill.*

HOW SECURED, EXPENSES, ETC.

To secure these specimens the committee must look to you. Without your cordial co-operation the work will fail. We desire to make it as easy for you as may be, recognizing the fact that your regular duties are many and onerous.

We shall not call for work from all your schools, the design being a typical and compact, rather than a general and mass exhibit. In the county at large the types are, a country school of one teacher, a village school of two or three teachers, and the town school having a teacher for each grade. Two plans have suggested themselves: 1st, your Board to select the three schools that shall represent the county; 2nd, that all the schools of the county be invited to send specimens along the lines mentioned to the superintendent's office; the teacher forwarding the best 25 per cent of the papers prepared upon a given subject; from these specimens the Board, should select the work to be forwarded to the State Committee. You should decide at as early a date as possible which plan you will act upon. The Committee will give you the option. Expense of transportation to San Francisco will be paid by the World's Fair Commission in San Francisco. The expense to the counties will be slight, especially if it is desired that the committee furnish the paper, etc. Arrangements should be made at once to secure the photographs, and some one should be appointed to prepare the frame for the tablet, the size of which will be indicated in the next circular. To this end the Superintendent should confer with his Board as soon as possible. We are very desirous that each county, however small or remote, shall be represented in the exhibit to the end that visitors at the Exposition may observe the thorough organization of our school system and its beneficent results even in the sparsely populated country districts.

Exhibits should be forwarded to the Committee by January 1st. Please address inquiries to room 73, Flood Building, San Francisco, giving date of close of current term (half year) of school.

On behalf of the Committee.

P. M. FISHER,
C. W. CHILDS,
FRANK SOULE.

Committee: P. M. FISHER, J. W. ANDERSON, C. W. CHILDS, FRANK SOULE, EARL BARNES, HOMER B. SPRAGUE, WILL S. MONROE, F. M. CAMPBELL, J. J. MCDADE.

N. B.—Private Schools, in the exhibit they desire to make, may follow outline of above circular. A special circular to such schools will soon be issued. For further information address, J. J. MCDADE, Nevada Block, San Francisco, Committee on Denominational Schools. Or DR. H. B. SPRAGUE, Peralta Hall, Alameda Co. Cal., Committee on Undenominational Schools.

National restaurants are to be a feature of the World's Fair. Nearly every foreign government that has decided to make a display at the Exposition has also arranged, through its representatives, for a restaurant in which refreshments will be served as they are at home. In most cases native attendants will be in charge of the restaurants.



ELMER E. BROWN, PH. D.

*Associate Professor of the Science and Art of Teaching,
University of California.*

Prof. Elmer E. Brown.

Prof. Brown was born near Chautauqua Lake, New York, in 1861. Attended district, village and high schools in Illinois.

Was graduated from Illinois State Normal School, 1881. Taught several years in public schools of Illinois, both before and after graduating. Entered the University of Michigan, 1887, with advanced standing and was graduated, Bachelor of Arts, 1889.

Studied the following year in Germany, chiefly at the University of Halle. Received there the degree of Ph. D. The next year was principal of the High school at Jackson. Last year was in charge of the Department of the Science and the Art of Teaching at the University of Michigan, during the absence of Prof. Hinsdale, incumbent of the chair. Thence was called to Berkeley. Prof. Brown was married in 1889 to Miss Fanny Eddy, youngest daughter of the Rev. Z. Eddy, D. D., of Detroit, Mich.

NORMAL SCHOOLS.

Chico State Normal School.

The term opened with a large number of new students, many of whom had teachers' certificates. This fact is encouraging to the cause of education. When more of those who are already licensed to teach choose to attend a professional school in order to prepare themselves better for the work, the children of the State will be the gainers and we shall more nearly approach the time when there will be a "profession of teaching."

Miss Harriet N. Morris, the new Preceptress is well fitted for the responsible position that she has assumed. She is a graduate of the Oswego State Normal School, New York, and has had a wide experience in public school work in different states. For many years she has been a prominent Chautauqua worker and is a close student of all phases of educational advancement. Her quiet, wholesome influence is already being felt throughout the school.

Miss Agnes Crary, a graduate of the University of California, has been engaged as a teacher of History and English. Miss Crary's preparation has been such as to thoroughly well qualify her for this work and the best results are expected from her connection with the school.

All of the teachers of last year are back with the exception of

Miss Rice, who resigned to go East. There are now eleven members in the Faculty including those in the Training Department.

Prof. Seymour did some valuable collecting for the Museum during vacation, and many new specimens are now being placed in the cases.

The graduates of the school who are teaching, are located as follows:

CLASS OF '91.

Miss Leora B. Collins.....	Inyo county, Cal.
Miss Dixie Hendricks.....	Mud Creek, Butte county, Cal.
Miss Jennie Lowell.....	Chico, Butte county, Cal.
Miss Julia Mann.....	Stockton, San Joaquin county, Cal.
Miss Cora Nason.....	Little Chico, Butte county, Cal.
Mr. James Ray.....	Slough, Sutter county, Cal.
Mr. S. S. Ray.....	Arizona
Miss Lorinda Sauber.....	Live Oak, Tehama county, Cal.
Miss Anna Williamson.....	Parrot Grant, Butte county, Cal.
Miss Alice Wright.....	Rawson, Tehama county, Cal.
Miss Hazel Wood.....	Near Los Angeles, Los Angeles county, Cal.
Miss Ella Wood.....	Los Angeles, Los Angeles county, Cal.

CLASS OF '92.

Miss Isabelle Ames.....	Jackson, Butte county, Cal.
Mies Luella Barnum.....	Siskiyou county, Cal.
Miss Eva Benner.....	Pine Creek, Butte county, Cal.
Miss Mary Benner.....	Concow, Butte county, Cal.
Mr. Fred Bennett.....	Colusa, Colusa county, Cal.
Miss Olive Boyles.....	Sutter county, Cal.
Mr. Charles Camper.....	Orland, Glenn county, Cal.
Mr. John Cave.....	Scott River, Siskiyou county, Cal.
Mr. Frank Chaplin.....	Gilroy, Santa Clara county, Cal.
Miss Lizzie Clark.....	Clayton, Butte county, Cal.
Miss Kate Coady.....	Vina, Tehama county, Cal.
Mrs. Mary Davis.....	Nevada
Miss Nora Elam.....	Dayton, Butte county, Cal.
Miss Lovey Ford.....	Colusa county, Cal.
Mr. George Harvey.....	Butte City, Glenn county, Cal.
Miss Maggie Harvey.....	Paskenta, Tehama county, Cal.
Mr. Ben Hudspeth.....	Modoc county, Cal.
Miss Olive Kelsey.....	Grindstone, Glenn county, Cal.
Miss Bessie Taylor.....	Lincoln, Sutter county, Cal.
Miss Laura Tillotson.....	Ventura county, Cal.

Miss Vail, of the last class, is back at the school doing special work under Prof. Seymour. She also has charge of the library.

THE Los Angeles State Normal School, opened on the 6th ult. There are 93 in the Senior, 102 in the Middle and 127 in the Junior. No change in the corps of teachers. Speaking well for the work of the schools, the new class seems better prepared than former classes.

EDITORIAL.

READ the article on the Keeley cure. The information it conveys is of general interest.

WE present in this number a new face to the teachers of California. It is hoped that at the Institutes to be held in the near future they may become acquainted with the personality of Professor Brown. With a pleasing face, clear eye and manly bearing he will make personal friends. The State University is now able to offer inducements to teachers as never before. The "Teacher's Course" adds a new interest to this great institution, and will unquestionably give a new dignity and inspiration to the profession.

MRS. A. B. ANDERSON, Deputy State Superintendent, has been seriously ill of malarial fever. This, with the preparation of his Biennial Report, has occupied so much of Superintendent Anderson's attention that he has been compelled to neglect, in a degree, further pressing upon the attention of teachers the Columbus Day Celebration.

The JOURNAL contains the official program, with additional matter pertaining to the occasion. It is, of course, not arbitrarily imposed upon teachers. They may prepare a program differing from it; but none should fail to observe the day, and the program herewith published will be the one generally followed.

PRESIDENT KEYES, of Throop University, Pasadena, reports that the equipment at Throop for manual training will be the best west of the Mississippi. This line of work promises to be a great boon to California. See notice in ad. department.

THE Institute season has opened. Let it be characterized by attention to the practical questions of High Schools, examinations, relative importance of the subjects now taught, and a proper and fair adjustment of what Boards of Education prescribe to be done, and what teachers find it possible to do.

LET no institute adjourn without having acted upon the question of the educational exhibit at Chicago.

WE are indebted to the courtesy of the *San Francisco Call* for the two cuts of Columbus appearing as frontispieces.

DURING the last fourteen months the subscriptions to the JOURNAL have increased sevenfold. It is not only read now because it is the "official organ," but is taken by many teachers in towns and even in country districts, because they want it for its own sake. This sort of appreciation and loyalty will enable its publishers to continue to improve it until it shall be as good as the best.

TEACHERS, when your subscription to your eastern Journal expires, why not subscribe for the PACIFIC EDUCATIONAL JOURNAL?

GET badges for your Columbus Celebration. Your children and the old folks will be pleased with them.

HON. FRANK MCGOWAN, whose services in the cause of education during the last session of the Legislature have been productive of such good results, has been renominated, by a practically unanimous vote, to succeed himself in the Senate. Senator McGowan has displayed much zeal, judgment and ability as a legislator, and has won especially the general commendation of teachers and friends of the public schools of the State.

SAN JOSE is making preparations for a grand demonstration on Columbus Day. The educational institutions, civic organizations and various public bodies will participate. The morning exercises will be conducted in the several schools, and the feature of the afternoon celebration will be a grand pageant and public school review.

D. C. REED was nominated to fill the vacancy in the office of School Superintendent, caused by the unfortunate condition of affairs in Plumas county, and subsequently appointed by the Board of Supervisors. Several years ago, he came to Plumas from Shasta county and began teaching at Eureka Mills. He has been employed there ever since, and has been very successful. His educational qualifications and long experience in the profession of teaching well qualify him for the office for which he has been named.

PROF. JOSEPH LE CONTE, of the State University, is enthusiastic in his description of the scenery and art treasures of Italy. The month that he spent in the Rhine country gave him ample opportunity to visit the most beautiful locations on that historic stream. In England he became acquainted with many fellow workers in the domain of science and attended many meetings.



J. W. ANDERSON, - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent Public Instruction

OWING to the serious illness of Deputy State Superintendent, Mrs. A. B. Anderson, and the pressure of peremptory official duties, Superintendent Anderson has not been able to furnish the usual official matter for this number of the JOURNAL.

Teachers and school officials are again urged to unite their efforts to secure a proper observance of Columbus Day. [Ed. JOURNAL.]

AT the meeting of the State Council of Education, in Oakland, September 10th, the following committees were appointed:

On State Text Books.—J. G. Kennedy, J. Foshay, Superintendent Freisner.

On High Schools.—Superintendent Linscott, Prof. Kleeberger, Prof. Earl Barnes.

On Examinations and Promotions.—J. W. McClymonds, W. S. Monroe, Principal Pierce, of Chico.

OROVILLE, Thermalito, Wyandotte, Morris Ravine, Oregon City, Cherokee, Mesilla Valley, Cottonwood, Olive, Fairview, Atkins, Evansville, Mt. Springs, River and Forbestown have formed a Union High School District. Thus the work of organizing under the Union High School Law goes on all over the State. The alleged ambiguities of the law do not seem to deter the sensible people of California from taking advantage of its beneficent intent, although it is presumed that the educational ravens who oppose it will still croak "that it has given rise to more trouble than any other act of similar size ever perpetrated."

CALIFORNIA SCHOOL ITEMS.

PREPARE FOR THE CELEBRATION OF COLUMBUS DAY.

GRANGEVILLE, Tulare county, wants a Union High School.

HUMBOLDT county employed 58 male and 98 female teachers last year.

A UNION High School building will be erected at Centreville, Alameda county.

THE Trustees of Dry Creek District, Napa county, are building a new school house.

MARIPOSA and Hornitos School Districts have voted special taxes for increasing their school facilities.

ORIENTAL District, Hanford, Tulare county, has united with adjoining districts to organize a Union High School.

A. C. BARKER, a graduate of Stanford University, is principal of the Washington Union High School, Fresno county.

NEW school houses are to be erected in the Frazier, the Orange, the Mt. Whitney, and the Mt. View School Districts, Tulare county.

THE school in Lockwood District, Alameda county, is overcrowded, and an addition will be built to accomodate the surplus pupils.

J. W. THOMAS, identified with the public schools of Tulare county for many years, has resigned his position in the Visalia school, to embark in other business.

STOKES Valley, Tulare county, will build a new school house. Seymour District school house, in the same county, has been moved to Monson, a distance of two miles.

REMINGTONS

— AT THE —

Columbian Exposition

THE Bureau of Public Comfort have just concluded contract awarding the Remington Standard Typewriter the exclusive privilege of furnishing Typewriters for use during the Exposition. The World's Fair Commission already use over 100 Remingtons in their own work.



A NEW

Remington Typewriter

Is turned out every five minutes by the factory at Ilion, N. Y.; or more machines every day than the combined product of all other manufacturers of high-priced writing machines.

The U. S. Government use over 2,000 Remington Standard Typewriters.

G. G. WICKSON & CO., 3 and 5 Front Street, S. F.





GROUP OF OONALASKA INDIAN SCHOOL CHILDREN.



BROOKLYN, N. Y., BOYS' HIGH SCHOOL.

(Twenty class rooms.—Auditorium with seating capacity of 1,000.—Building said to be the finest and best equipped in the United States.)

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. VIII.

NOVEMBER, 1892.

No. II.

CURRENT EDUCATIONAL THOUGHT.

THE best way of enriching our work is not to expand the program, but to have the subjects taught better than they are. Better teachers, and not more subjects, should be the Battle-cry of Reform.—JOHN T. PRINCE, Agent Massachusetts Board of Education.

WE doubtless waste valuable time in the lower grades of our public schools. We underestimate the capabilities of children and keep them going over and over things which are not essential.—SUPT. EUGENE BOUTON, Bridgeport, Conn.

I BELIEVE that it would add an element of grace and refinement and moral influence to such institutions as Yale and Harvard, if some of the Chairs were occupied by women. At the same time it would no doubt be a mistake to have them take all of these Chairs, and it is almost an equal mistake to have women teach all the upper grades of our Grammar Schools.—SUPT. BROOKS, Philadelphia.

SCHOOLS are uniformizing the knowledge and the sentiments of the world; men of all creeds, races, ranks, those who differ in every thing else, unite in believing in the efficacy of the schools. The modern school is thus in a sense a church universal, and has all that deep consecration of a belief—a love now well nigh universal.—G. STANLEY HALL.

WE are forced to cherish rapid and fluent class exercises because they save us time which is so precious. We are thus beguiled into treating, if not considering, those as the best scholars, whose tongues wag the fastest in class. Here lies one of the teachers chief temptations.—E. BENJ. ANDREWS, Brown University.

GENERAL DEPARTMENT.

Felipa, Wife of Columbus.

More than the compass to the mariner
Wast thou, Felipa, to his dauntless soul.
Through adverse winds that threatened wreck, and nights
Of rayless gloom, thou pointed ever to
The north star of his great ambition. He
Who once has lost an Eden, or has gained
A paradise by Eve's sweet influence,
Alone can know how strong a spell lies in
The witchery of a woman's beckoning hand.
And thou didst draw him, tidelike, higher still,
Felipa, whispering the lessons learned
From thy courageous father till the flood
Of his ambition burst all barriers
And swept him onward to his longed-for goal.
Before the jewels of a Spanish queen
Built fleets to waft him on his untried way
Thou gavest thy wealth of wifely sympathy
To build the lofty purpose of his soul.
And now the centuries have cycled by
Till thou art all forgotten by the throng
That lauds the great Pathfinder of the deep.
It matters not in that infinitude
Of space, where thou dost guide thy spirit bark
To undiscovered lands, supremely fair.
If to this little planet thou couldst turn
And voyage, wraithlike, to its cloud-hung rim,
Thou wouldst not care for praise. And if perchance
Some hand held out to thee a laurel bough,
Thou wouldst not claim one wreath, but fondly turn
To lay thy tribute also at his feet.

ANNIE F. JOHNSTON IN *Harper's Weekly*.

Social Sciences in Teaching History.

[An extract from published address.]

PROF. BERNARD MOSES, STATE UNIVERSITY.

The analysis of social institutions, will facilitate an understanding of that peculiar and distinctive characteristic of western society which we call progress, and thus throw a light on history that

cannot be derived from any other source. In this light one may see clearly the unsoundness of the favorite expression of the half-instructed, that history repeats itself.

With our knowledge of history, enlightened by an understanding of the structure and moving forces of society, it becomes evident that that movement which is observed in progressive society is never in a circle, but always on to new ground, though not always in an unswerving line forward. Progress is not continuous, nor always at the same rate; there are periods of halting, and even of retrogression, when deterioration marks many of the phases of life, when a mortal disease appears to have smitten a whole civilization. It perishes like the seed that is sown, but after the destruction there rises a new and more fruitful life. The growth of society is, moreover, like the growth of a great city; built up little by little, it serves the purposes of a generation, but at last fails to meet the new needs. One by one its buildings are replaced by others of better plan and sounder make. Thus, in social growth, old institutions that have fulfilled their mission yield in time to institutions suited to the new wants of a more advanced society. A great revolutionary movement sometimes sweeps the institutions of a nation to destruction in a day, as a fire sweeps away the various structures that have served the diverse purposes of civilized existence. Then the work of construction is rapid and free; and as the new city is better than the old, so are the new institutions adapted to a higher and better social existence. But the old structures are never rebuilt, nor the old institutions recalled into active force.

Our Ethical Resources.

BY PRESIDENT WM. DEW. HYDE, LL. D.

It is my purpose to point out some of our ethical resources, and to show how they may be developed and applied.

The first is discipline. Punishment is moral vaccination. It inflicts the lesser to avert the greater evil of a lawless and willful life. To withhold merited punishment from a child is to become a partner in his present guilt, and to inflict on him a lasting wrong.

The second ethical resource is personal influence. That passionate devotion to ideal excellence which is the soul of virtue does not come to the child in the abstract. The ideal must be incarnate in some person whom he admires and trusts and loves. The power to come

near to a child, to see life as he sees it, and to impart our ideals along the unresisting lines of sympathy and fellow-feeling, is the secret of successful moral influence. The man must become in sympathy a boy who will help boys to become men.

The third resource is institutions. The family is the mightiest moral influence we have. The breaking up of homes is the breaking down of character. The school, apart from direct moral instruction, can do much for the morals of its pupils. By enforcing promptness, order, obedience, neatness and thoroughness the school can induce that subordination of private caprice to public authority, which is the foundation of morality. The state, by defining and punishing crime, and still more by evoking loyalty and devotion, is a potent factor in moral education.

The fourth resource is literature. Books are stereotyped ideals. The librarian should be not merely the custodian, but the interpreter and introducer of books to the reading public.

The fifth ethical resource is philosophy. Nothing is so fascinating to young persons as thinking and talking about what is the wisest and best thing for them to do. Now this is the very essence of philosophy. Go to a boy with a ready-made scheme of the universe and try to force it upon him by authority or argument, and he will bristle with as many objections as a porcupine has spines. But that is not philosophy. That is dogmatism; and dogmatism is what, above all else, the youthful mind abhors. Cut and dried descriptions of virtue and duty will make no practical impression upon the average healthy boy or girl. If, however, you can start with the concrete objects and facts of every day experience; arouse their interest in the practical problems which these objects present; let them think out for themselves the duties and the temptations to which these concrete situations give rise; let them reason out for themselves the reasonableness of virtue and the absurdity of vice; let them trace out the sure reward that accompanies virtue and the equally sure and swift penalty that must always follow vice; and you will enlist upon the side of righteousness and virtue the enthusiasm and ardor of their wills, the curiosity and the conviction of their minds.

I believe that such a presentation of the essential facts of the moral order is perfectly practicable. Such an outline of the main topics of practical ethics I have prepared.

The sixth and last ethical resource of which I shall speak is religion. Religion gathers up the fragments of life into their unity, and

presents all duties as included in the one comprehensive will of God. Religion clothes the details of daily life with infinite and eternal significance, and reaches out a helpful hand and throws around us the arm of sympathy in the hour of our guilt and despair. Morality is law and reason. Religion is life and love. Hence religion is the most potent ally of morality, for it deals with the same facts while it approaches them from a higher ground. Merely as moralists we should do all we can to cultivate the religious sentiment in our own lives and to promote it in the lives of others. Assaults upon forms of faith honestly held by our fellow-citizens and neighbors can do no good in the cause of religion, and they are sure to do much harm to the cause of morality. Both Protestant and Catholic, both orthodox and liberal forms of faith are contributing mighty volumes of ethical influence to the community to-day which we could ill afford to be without. Let us be thankful for it all.

Such are our ethical resources,—the constraint of discipline, the encouragement of personal sympathy, the attraction of literary and æsthetic ideals; the insight of philosophy, and the reverence of religion. These resources, if faithfully developed and wisely applied, are ample to make integrity and uprightness the well-nigh universal rule, and peace and blessedness the common heritage of future generation.

The Real Teacher.

Do not expect me to define the term teacher. The best things elude definition. Words are not subtle enough to describe things that are priceless. If I were to say that the real teacher is devoted to his work, manifests a lively and intelligent sympathy with his pupils, evinces tact in management and ingenuity in conveying information, and has the sort of enthusiasm that gives him a momentum communicable to those under his care, I should have enumerated enough of his qualities to enable one to classify him. But how far short of filling the measure of his description is this list of qualities. Put these things together, and you will still have something less than the man.

This is partly because men and women who are capable of shaping others have something about them that cannot be set down in a catalogue. A lady said to me the other day, that while qualities were valuable, *quality* was something much greater. A good expression of a profound truth! Count the standard virtues on your fingers, and

you can recall estimable people who possess them all, but who, nevertheless, do not go for much. That which my friend called quality—that something blending all these qualities into one harmonious and potent whole, is lacking. You do not think of the qualities of a man like Arnold of Rugby, or of a man like the revered but unfortunate Pestalozzi. One could not pick either the one or the other to pieces, and make any recognizable catalogue of his parts. There is an integrity, a wholeness about the efficient man or woman of any sort that defies analysis.

The test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. This efficiency is not of the sort that can be counted upon always to work an increase of salary. But the ability to leave a lasting mark on the mind and character of the pupil, is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper, in the very fiber of his character. "Words have weight, when there is a man behind them," said the Prophet of Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor. * * * * *

Unhappily we have no means of measuring character with precision, no accurate test for a teacher's aptitude. The owner of a creamery buys all his milk by the gallon. He pays at the same rate for the thinnest sky-tinted product that he does for the butter-laden contribution of a Jersey herd. I went through an exhibition of dairy appliances recently, and was interested most of all in a method newly devised for testing the butter-making qualities of milk. By the addition of an acid to a sample of milk, the butter oils were made to rise to the surface in a little bottle with a slender neck, graded like a thermometer. You can read on the scale the quality of the milk expressed in millimeters. But we measure the qualifications of our teachers in the old-fashioned way; we buy their grammar and arithmetic by the gallon. It is a question of quantity. "How much of each branch of study are you loaded up with?" demands the examiner. Now there are some experts in grammar and arithmetic who have no power to communicate even their technical knowledge to the pupil. How much less can they perform any of those higher services that the real teacher renders to the mind and heart of a pupil! Shall we ever devise a delicate scale for gauging the quality that gives the better teacher his superiority?

•

"Born, not made," is true of the great teacher as of the great man of every sort. But it is not with the great schoolmaster that we have to do. A man may be real without being great, and it can do no harm to fix the attention of the teacher of average gifts on the ideal of genuineness. Every man and woman is to be accounted a real teacher who establishes a vital relation between himself and the developing pupil; who is, to a greater or less extent, a living force in the formation of character and the enlargement of mind. In this class the mere hearer of recitations and keeper of grade marks has no place whatever.

Real teachers are of various magnitudes, and the humblest mistress of a country school, who manages to inspire her pupils with a thirst for knowledge and an aspiration for veracity in character is in the class of real teachers as truly as Socrates, the first great professor of the divine art of molding youthful character and pushing the human mind in the direction of truth. Blessed be the humble teacher who, without any chance for the great rewards of fame or money, renders noble service and leaves the impress of a genuine and generous character in one little corner of the world. No cyclopædia or dictionary of notables ever mentions that wonderful old Pennsylvania Dutchman, Christopher Dock. But, in the obscurity of the Pennsylvania back country in the last century, he did some of the noblest and most enlightened teaching the world has ever seen. He was a schoolmaster, indeed, not a master of the school in any merely outward sense, but master of the very souls of his rustic pupils.

Wanted—A Song Book.

Of all Cranks, the Musical Crank is the most hopeless. He would not be so bad, if he did not write School Musical Readers, and these would be endurable, if they were not adopted by misguided Boards of Education. Then the innocent schoolma'am takes these adopted children into her school room and tries to make something out of them. She tries to believe their do-sols are needed; that their horrible practices upon the scales are useful and that to murder a tune is not a criminal offence.

The truth is we should give very little time to music in our country schools. We have other and more important work to do. Ten minutes a day is all we can spare to music. All the school should be able to join in most of this ten minutes work. One book should be

sufficient for all the grades. This book should contain not more than one hundred tunes. These should all be standard pieces, which every one would like to know.

The book should contain twenty patriotic songs such as *America*, *The Star Spangled Banner*, *Hail Columbia*, *The Red White and Blue*, *Yankee Doodle*, *The Battle Hymn of the Republic*, *Battle Cry of Freedom*, *The Sword of Bunker Hill*, etc.—songs which every patriotic American is supposed to know. There are about fifteen patriotic songs of other nations, which should be known to our pupils. *The Watch on the Rhine*, *The Marseillaise Hymn*, *The Blue Bells of Scotland*, *Tara's Harp*, *Rule Britannia*, *Sons of Norway*, *Scots Wha Hae*, and others are known to all the world.

We have about ten songs of Home and Mother which deserve a place in our song-book. *Sweet Home*, *Old Folks at Home*, *Home Again*, *Do They Miss Me at Home*, *Old Kentucky Home*, *Be Kind to Thy Brother*, and others we could name will always be sung.

But few songs, not religious, with a plainly moral aim, have kept a place in our hearts. As popular as Temperance songs are, the Drinking songs outnumber them five to one. So if we put in, *The Old Oaken Bucket*, *Where is My Wandering Boy To-night*, *Kind Words Can Never Die*, *Touch not the Cup*, *Mrs. Lofty and I*, *The Watcher*, *If I Had but a Thousand a Year*, and two or three others, we will have the most of those which have permanent popularity.

Of Ballads and Folk songs, we have a wide range to choose from. It is curious that even quite young children like sad songs such as, *Nellie Gray*, *Lilly Dale*, *Hazel Dell*, *Massa's in the Cold*, *Cold Ground*, *Hard Times*, *Carry me 'long*, *Under the Willow*, etc. Besides their beauty, some of these songs have value as pictures of the times they describe. *Gayly the Troubadour*, *Nicodemus*, *Blue Juniata*, *Babylon is Fallen*, *Old Hunter*, are songs of this kind. *Bonnie Doon*, *Roy's Wife*, *The Laird o'Cockpen*, *She's Far from the Land*, *The Minstrel Boy*, are all good songs of *Auld Lang Syne*.

About 25 of those Standard Hymn tunes like *Martyn*, *Greenville*, *Bethany*, *Toplady*, *Boylston*, *St. Thomas*, *Dennis*, *Hamburg* and *Nettleton* are excellent for part singing. In the place of the hymns, other words or the syllables *do-re-mi* could be used. A book of the above kind could be sold for \$1.50 a dozen, and would contain all the music we need for the first eight grades.

If the songs were memorized, one each month, the children would soon be able to do what they do not now do—take a real delight in

singing. The Music Readers now in use are utter failures in our common district schools, and they are so costly that few districts like to buy them. Let us have a good song-book. C. M. DRAKE.

We may pin leaves on a tree, but they will not grow; there is no vital connection between the leaf and the living, growing organism, the tree. So we may pin words on the memory of the child.—*Indiana School Journal*.

Little Daughter Goldie.

[Translated from the German of Richard Von Volkmann Leander]

BY MRS. ELMER E. BROWN.

[NOTE: Teachers who think the crowded course of study does not leave time for story-telling will find it worth while to try some story like the following, and draw from it material for use in other branches of study while the narrative is fresh in the children's minds. Children who have got well started in the reading of script will take eagerly to the making out of sentences from the story when the teacher has written them on the blackboard. It will do them no hurt to guess a little at the new words, if they are intent on the thought and are made to know the difference between knowing and guessing. The fifteen ducklings offer convenient material for number exercises, if the story is used at a point in the course when the pupils are ready for numbers so large. Did the old duck's brood sail across the pond in three rows of five each, or five rows of three each, or in some other way? And how would they look if a straight mark stands for the old duck and an O for the leaf with Goldie on it and dots for all of the little ducks? There is material for language lessons in the story, too. When it is remembered that in the earlier grades it is more important that the children should talk well than that they should write their sentences without mistake in punctuation, it will appear that something they are interested in talking about is a first requisite for the language hour. And when they do write, the chances are that they will write better when they are interested in the things they say with their pencils than when these have no interest for them. Moreover, little daughter Goldie, without knowing at all that she is so useful, teaches some pretty good lessons in politeness. The main thing in all this is, that if the children are given something really interesting to think about and remember, they will work with all the better will on their drill-work, for the sake of using their skill on the interesting concepts they have acquired. The technical studies must undoubtedly be mastered and that thoroughly, but let them be mastered for actual use. Whatever real dangers there may be in the use of fairy tales and the like for such purposes, can in large measure be counteracted by having natural history study run along parallel with the literature study. The children will then know the difference between real ducks and story ducks and will love both. And the natural history study will give as much material for use in the other branches as its companion study of interesting stories.]

E. E. B.

Before the city gate, close to the meadow, stands a house where two people live with their only child, a very little girl. They call her Daughter Goldie; she is a happy hearted, loving little thing, quick as a weasel.

One morning when her mother went to bring the milk into the kitchen, little Goldie stepped out of bed, and, clad in her night-gown, stood in the doorway.

Now, it was a glorious summer morning, so, standing in the doorway, she thought to herself, "Perhaps it will rain tomorrow; little Goldie had better go walking today." No sooner had she thought this than she started. She ran lightly to the meadow, and from thence to the thicket.

As she came to the grove, the hazel bushes rustled their twigs excitedly, and called to her:

"Pollywog in nightgown,
Why now running up and down?
Not a sign of dress or shoe,
Stocking one, instead of two!
If you lose that one, my dear,
You will freeze your legs, I fear.
Scamper home, my little one,
Fast as rosy feet can run."

But she did not hear, only ran on into the bushes, and so found herself on the edge of a pond. There stood a duck with fifteen young ones, yellow as the yolk of an egg. These began to quack wildly, and ran toward Daughter Goldie with their beaks wide open as if to eat her. She was not in the least afraid, but came quite close and said,

"Duck, you noisy, quacking Bess,
Shut your bill and chatter less."

"Oh," said the duck, "is it you, Daughter Goldie? I didn't recognize you; do not be vexed! No, you will not harm us. How do you do? And how are your father and mother? How fine to have you visit us! We are greatly honored. You must have got up early. And now you can see our pond—fine scenery isn't it?"

When she had quacked all this, Daughter Goldie said, "Tell me, duck, where did you get so many small Canary birds?"

"Canary birds," repeated the duck, "I beg pardon, they are only my own little ones."

"But they sing so finely, and have no feathers, only hair! What do they eat?"

"They drink clear water, and eat fine sand."

"That can't make them grow much."

"Oh, indeed," said the duck, "the good Lord blesses it to their good, and sometimes they find little roots in the sand, and in the water a tiny worm or snake."

"Haven't you any bridge?" asked little Daughter Goldie.

"No," said the duck, "unfortunately we haven't any bridge. If you wish to cross the pond though, I will gladly take you over."

Thereupon the duck went into the water and broke off a large pond lily leaf, whereon she set Daughter Goldie. Then taking the long stem in her beak, she guided the little one away across the pond, and all the little ducks swam bravely after.

"Thank you, duck," said little Goldie when they reached the other side.

"Not at all," said the duck. "When you need me again I am at your service. Remember me to your father and mother. Good bye."

On the other side of the pond is another large, green meadow. Over this went Daughter Goldie, farther and farther. Before long she saw a stork. Running gaily nearer she said, "Good morning, stork, what are you eating that looks so green and seems so crisp."

"Salad," replied the stork, "salad, Daughter Goldie."

"Give me some, too, I am very hungry."

"Salad is not good for you," said the stork, and stepped into the brook close by. He reached deep under the water with his long beak, and brought up a gold cup, full of milk, and a wheaten roll. Then he lifted a wing and down fell a cornicopia of sugar-plums. Daughter Goldie needed no bidding to sit down and eat and drink. When she had finished, she said to the stork "Thank you, dear stork, good health and best wishes."

Then she ran on until she saw a tiny blue butterfly.

"Stop, you little blue thing," she cried, "and let us play together."

"With pleasure," answered the butterfly, "but you must not handle me, for fear of spoiling my pretty wings."

So they chased each other about the meadow until dusk, then Daughter Goldie threw herself on the grass to rest before going home. Sitting amid the field flowers, she noticed that they were too drowsy or anything but sleep. The daisy was not quite sound asleep, but her head fell first this way, then that, and every little while she would straighten up and look about her with heavy eyes, then once more fall a-nodding.

Close by was a white aster (surely she must have been the mother) who said

"Daisy, little angel sweet,
Fall not off your dainty seat,
Go to bed, dear child."

Then the daisy curled together, and fell into deep dreaming, after first pulling her white cap so that the points fell over her face. Soon the aster, too, slumbered.

Then Daughter Goldie, seeing everything about her sleeping, began to feel very tired too; so she lay down and slept with the blossoms.

In the meantime her poor mother looked everywhere for her child, sighing and crying. She went into every room, looking into every nook, under each bed and below the stairs.

Then she went to the meadow, to the grove beyond, and to the pond. She thought, "Goldie could not cross the pond," so turned homeward, to make again and again the same search, through each room, in every corner, under each bed and below the stairs.

When she had finished her search there, she went again to the meadow, to the thicket beyond and over to the pond. She kept searching like this all day long, and the longer she searched the more she wept. Her husband went all over town, asking here and there and everywhere, whether no one had seen his little Daughter Goldie.

When it was really dark, one of the twelve angels, who fly over the whole world every evening to find lost children and take them to their mothers, passed over this green meadow also. Here he found Daughter Goldie fast asleep, and lifted her so gently that she never woke, as he flew with her back to the city.

He looked about for a house where a light was still burning, "for" he thought, "where they are watching, and keep a bright light burning, there she belongs."

By such a light sat the child's father and mother. The angel looked through the window at them, as they sat hand in hand by a table mourning for their little one.

Lightly he opened the hall door, carefully laid the little one under the stairs, then went away.

The father and mother sat by the table until by and by the mother lighted another lamp to look once more in every nook and corner and under the beds.

"Wife," said the father, sadly, "it is no use looking about so carefully any longer. Go to bed: our Daughter Goldie has certainly fallen into the pond and is drowned."

But the mother hardly listened, and looking under the stairs once more, there she found her child fast asleep!

In her joy she cried out so loud that her husband came running to find what had happened. Laughing with delight she showed him their child, who was too tired from her day's journey to wake up even in her mother's arms.

"Where was she," he cried, "where was she?"

"Under the stairs," answered his wife, "where I have looked for her again and again to-day."

Then her husband solemnly shook his head saying, "this is something beyond our understanding, wife. Let us thank the good Lord, who has given back to us our little Daughter Goldie."

Which is Columbus Day?

In reference to this point the *Philadelphia Record* says:

It puzzles many persons to understand why we had two Columbus celebrations, one on the 12th and the other on the 21st of October. Which is the actual anniversary? The answer is not easy.

Columbus, reckoning by the Julian calendar, recorded the discovery of America on October 12, 1492. Nearly a century later, the reformed or Gregorian calendar—so-called from Pope Gregory XIII., who ordered its adoption—first came into use. The old calendar, established by Julius Cæsar, had reckoned the length of the year at 365 days and 6 hours and provided an additional day every fourth year to make up for the accumulated fractions. As a matter of fact, the fraction of a day is about eleven minutes less than six hours, amounting to a difference of a whole day in about 134 years. Thus, by the close of the sixteenth century the accumulated error had made a difference of ten days between the actual date and the date in the almanac.

To remedy this it was provided that three leap years should be dropped in every four hundred years; that is, that in centesimal years only those in which the whole number is divisible by four should be counted as leap years. Thus 1700, 1800 and 1900 have only 365 days, but 2000 will have 366. This makes the calendar approximately exact, but in order to correct the error of the past it was further provided that in the year 1582 the days between October 4 and October 15 should be suppressed, and what would have been October 5 counted as October 15. Consequently the 12th day of October became represented in the calendar by the 22d.

The question of which day should be observed as the anniversary is thus really a question of judgment, of opinion. The Gregorian calendar was not adopted in Great Britain and its dependencies until 1751, by which time the error amounted to eleven days—in Russia, where the old calendar is still in use, it is now twelve days—and a

similar difference occurs in the date of events before that time as reckoned by Old Style or New Style. Thus Washington was born on February 11, O. S., but when he had become famous his birthday was observed on February 22.

WE that are older almost envy the young teachers who are to take part in this new and larger progress. But there is a certain satisfaction in having helped to lay foundations. And let me utter a note of warning. If in these coming years the teachers lose their love for their work, if they forget the self-sacrifice which that work implies, and cease to emulate the single-hearted devotion of the pioneers, if they seek rather for easy and comfortable places, then true educational progress will cease.—MARTIN KELLOGG, Acting President, State University.

Columbian Hymn.

BY REV. WM. M. THAYER.

[Tune—"Coronation."]

All hail the hero, true and brave,
With gallant sails unfurled,
Who plow'd in faith the ocean-wave,
To find this western world!

On tablet carve his honored name,
On marble shaft engrave,
And o'er the pillar of his fame
The stars of Freedom wave!

Four hundred years! Let anthems ring!
Sing, rivers, rocks and rills;
Bright streamers to the breezes fling,
Light bonfires on the hills!

All nations lift a praise untold,
The sounding joy rehearse;
Praise God for what our eyes behold,
Praise him in song and verse!

All hail the Power and Wisdom deep,
That swept the ages o'er,
"Land of the Free" to build and keep
Upon this Western shore!

Whittier's last Quatrain.

I know not where his islands lift
Their fronded palms in air,
I only know I cannot drift
Beyond His love and care.

METHODS AND AIDS.

Some Portfolios.

HERBERT MILLER, PRINCIPAL MARYSVILLE HIGH SCHOOL.

This is an age of illustrations. Books, magazines, papers, weekly and daily, advertising fence, and wall, abound in pictures. One cannot walk through a city or even a village street, but the eye is caught and the neck twisted by some tailor's fashion-plate, an actor's counterfeit, a scene in the coming drama, a charming face or famous personage that advertises soap or a cigar. It would seem that we are half returning to the picture-writing age of Egypt and Mexico. In this we are quite right, for the eye reads what is told by a picture much more rapidly than it scans the printed page, and in the picture it reads more.

While business avails itself to the utmost of the public's love of pictures and largely sells its wares thereby, the school does not half use the riches at its disposal. One can learn more of history in a few hours at the British Museum, the Louvre, the Roman Forum, or the great National Museum at Naples, than from many hundred printed pages. For in these places it is plainly seen how Egyptian, Greek and Roman lived, what was the fashion of their temples, their houses, their domestic furniture, their dress, their weapons of war and implements of trade, what were their manufactures, their arts and science; and it is these things that are vastly more valuable and interesting than their wars and politics with which our text books are usually stuffed to the exclusion of what is really worth knowing.

This history—the real kernel—not only of Egypt, Greece and Rome, but of all countries and men, past and present, can, however, be easily taught by any intelligent and industrious teacher, even though it's not in the text-books.

Having to give a course in general history last year, I pursued the following plan. From illustrated papers, magazines, etc., I cut out all pictures having an historical bearing. These were pasted on white card-board—price ten cents a sheet—cut in sizes to suit the picture. Three portfolios were made from heavy paste-board, 24x28 inches, covered with muslin and labelled Ancient, Medieval, Modern. Fellow-teachers and the pupils of the class, who were vastly interested, as-

sisted in contributions and work, and by the end of the year we had some three hundred excellent historical illustrations from which the pupils had learned more than from the text-book. A few fine engravings and photographs were contributed and the cost of the whole, aside from the labor, did not exceed eight dollars. This was cheerfully defrayed by the School Board. Architecture was illustrated in the pictures of many famous buildings, copies of some historical paintings were secured, and, as far as possible, the various departments of history already mentioned were made graphic to the eye. Double the number of illustrations could be used with advantage and the portfolios will grow to much ampler contents. In fact, the course was supplemented by illustrated works of history and travel, which were constantly passed about the class to illuminate the topic of the day. Thus the pupil was constantly with the people whom he studied. While war and government were not neglected, because potent factors in human history, they were dethroned from their absolute predominance in the text-book, and industries and arts, customs and religions were given their proper place. A constant endeavor was made to show how modern man has come to be what he is, how the civilization of the present has grown slowly from the past.

I would suggest that the same method of illustrating the study of English Literature, and also various departments of Science might be used with advantage. A University Professor recently told me that it was his intention to illustrate a course of lectures on literature by stereopticon pictures of portraits, famous places, objects of interest, etc.; that related to the authors and their subjects.

At all events, let us get away as rapidly as possible from the jejune details of dates and the millions of slain warriors that too often represent history to the child's mind. Man has worked and thought much more than he has fought. Youth ought to know it, and when it does, will probably think more highly of Phidias or Watt than of a prize fighter.

Kindergarten Principles in Primary Work.

BUSY-WORK.

In no other phase of school work has there been so much downright abuse of kindergarten material as in so-called busy-work. Busy-work of any description, if its only purpose is to keep the children

"busy" or "out of mischief," is, at its best, of questionable value, and not unfrequently a mere make-shift of incompetence; with kindergarten material, busy-work becomes a source of all sorts of chaotic mischief.

Pedagogically it is a sin to give to each child in a class or group of pupils a handful of "sticks," and to tell them to do with them what they please. Such a direction is far from stimulating spontaneous self-activity. At first the child stands aghast before the numberless possibilities of this freedom. Then, by dint of much aimless shuffling and mixing of his sticks, he drifts into some dreamy arranging of his material. Or, he gives up in despair and sits in sullen despondency until the voice of the teacher prods him with "Can't you make anything? Suppose you make a house," or some other remark. Or, if it is not the first time that sticks were his companions in grief, he makes something he made before, thinking little and feeling less.

In all cases, the work with the kindergarten material should have a definite purpose. Only thus is the child led from play to work; for it is by the addition of some definite purpose that the activity of play is lifted into the activity of work. On the other hand, aimless "busy-work" which has only the outer semblance, but not the inner reality of work, sinks into mere perfunctory, joyless drudgery, stifling even the play-instinct of the child.

If it is a handful of sticks, the child should be told—not "to do what he pleases with them"—but to solve with their help certain number-problems, to prepare certain arithmetical tables; to make (or lay or draw) a certain number of forms (6, 8, 10, etc.) or *things*, using for each *thing* a certain number of sticks (3, 4, 5, etc.); to lay or draw a certain number of squares, triangles, etc., in certain arrangements of certain size, etc., to lay the picture of a home, a farm-yard, a church, etc.

Later on, when a certain degree of skill and mental mobility has been secured in individual work, and not until then, the children may be permitted in groups of two or four to lay (or draw) together "some beautiful" designs (not "what they please,") using squares and oblongs, squares and triangles, etc., or any forms that may look well together.

But of aimless "go-as-you-please" busy-work the teacher should beware. It is an illusion, and works irreparable injury.—SUPT. W. N. HAILMANN, La Porte, in *Indiana School Journal*.

The Kindergarten for the Blind.

Some of the wisest things I know concerning the education of children I owe to the glimpses I have had of the thoughtful work of Miss Eleanor Beebe in the Institution for the Blind, at Louisville, Ky. For many years she has had charge of the kindergarten work in this institution, and has achieved results which, under different surroundings and with more appreciative patrons, would have secured her a place among the most noted thinkers and workers in the educational field. I present below, partly in proof of my statement and partly as an encouragement to our workers with seeing children, the records of a few stories as they were told by some of Miss Beebe's children. It should be remembered, however, that these stories are not the reproduction of stories told the children or read to them, but their own stories, told by them after repeated and prolonged observation of the things involved. They are not a proof of a good verbal memory, but of accurate and patient observation, keen perception, vivid and truthful imagination, and conscientious and loving guidance on the part of a rare teacher.

WONDERFUL STORIES.

THE GRASSHOPPER.

The grasshopper is as long as your finger; two inches and a quarter from the end of his head to the end of his wings. He has stickers on his legs, more on his hind legs, up to his knees; only two or three on his other legs. He has six legs. His hind legs have more meat on them than the other legs, and they are a little flat and 'way longer than the others; they are two inches and a half long, with one long toe on each one. The other legs are an inch long.

His head is flat on the sides and on top, and he has two feathers on the top of his head in front of his eyes, about half an inch long. The feather has no rib in it like a bird's feather. His eyes are as big as a little bead. He has four wings, two big ones and two little ones, and the big ones are longer than his body. He has a long pointish body.

His wings join on at his shoulders. He has a band around his neck: it is wide and flat, a quarter of an inch wide.

Now we will let him loose in the grass.

A MAPLE STORY.

Miss B. took us out in the yard and we found some little stalks with two leaves standing right up straight. We pulled some up to

feel the roots—it was just a little straight root. Then we found some some little stalks with caps on; we pulled the cap off and there was another little, right thin cap; we pulled that off and there were leaves all curled up; we straightened 'em out, and they were just like the first ones we found, and then we knew the first ones were maple sprouts. **The cap had a little wing on the point of it. Maple seeds** always have a little wing. It felt like a stiff feather. The leaves grow on the top of the stalk with their faces together. Between the leaves was a little soft point we felt with our tongues.

April 12th. We looked at maple sprouts again, and the little soft point had grown into two pretty leaves—not like the first ones. The first ones had no mid-rib but the second ones have. The new ones are broader and notchety on the edge and have many little veins. Between the two second leaves we feel with our tongues another little soft point.

April 25th. The first leaves are thinner and drying up, and the second leaves are bigger, but there are no more leaves. They need rain.

May 9th. The first leaves are all gone, and there are no new leaves, except on one that Mary found; she says they were baby leaves about one-third of an inch long.

And this is all the maple sprouts can tell us until it rains.

It didn't rain and the little sprouts died.

THE STORY OF THE OAK-LEAF.

I was asleep when spring came. Something made me feel warm and lively; I swelled and got too big for my cradle, and it burst open. I unfolded a little every day till I was smooth and straight and long.

I had seven points, and each point had two or three little hairs at the end of it. The wind felt cool to me after being in my warm cradle. I found out what made me so warm in my cradle; it was the sun shining on me.

By and by I couldn't feel the sun, and I felt something dropping on me; it felt wet and cool and good. It came harder and harder and it made me laugh. I asked my mother-tree what it was and she said it was rain to make me grow. So I said, "Little drops, are you coming down to give us a drink?" and the little drops patted me and said, "Yes, little oak-leaf."

I heard a wavy noise and I felt something slick touch me, and I said, "Hullo!—who's here?" and voices answered, "Hullo!" and then I knew they were my brother and sister leaves. Then we all talked to-

gether with whispering voices. The wind swung us by our stems and we said, "What fun!" We hit against each other and we shook with laughter.

Directly something flopped me and fanned me and stopped on my mother's arm and sang, "White-oak—white-oak—white-oak!" A voice like it sounded far off, "Yes-oh—yes-oh—yes-oh!" and then the voice in the tree said, "Here-oh—here-oh—here-oh!" I asked mamma-trée, "What's that on your arm?" and she whispered and bowed and said, "It is a red-bird." The far-off bird sounded clearer and clearer till it came close to me.

They talked together and said, "What a nice place to build our home." They flew off and came back with something in their bills; then one stayed, and one flew away again. The one that stayed worked with sticks and horse-hair, and string, and grass, that the other bird brought, and made a pretty, round place.

One time the wind was swinging me and I bowed into the bird's home and my points touched something round and slick and hard, and I whispered, "What funny things!" I drooped over the queer little things and my brothers and sisters helped me to shelter them.

After a long time the wind bobbed me in there again and I felt something soft and fuzzy and warm. They wiggled, and chirped, and then I knew they were little red-birds.

One time I felt something crawling on me and I felt shivering and something bit me and I said, "Ouch!" Then the papa-bird came and took off the worm that bit me and took it to the little ones and they all said, "Chirp! chirp! chirp! chirp!" Then I said, "Much obliged," and the bird said, "Welcome, welcome, welcome?"

The old birds kept feeding the little ones with the worms that were bothering all of us leaves, and the little ones got larger, and after a while the mamma and papa birds called them from their home out into my mother's arms, and then from one tree to another tree. That night they didn't come back to sleep in the nest, they all sat on my mother's arm under me.

By and by I didn't feel as lively as I used to when I was young; I felt stiff, and I didn't care about playing and swinging any more. I didn't hear any birds singing. I felt dry and tired and I wanted to rest. Then the wind was swinging me and my stem broke, and I said "good-by" to my mother and I fell and hit something soft. Some of my brothers and sisters fell with me. Now I am glad to go to sleep.

Addition.

One of the standard claims of the critics of the schools is that addition is of no considerable value. Without arguing the point, we express the opinion that one of the things the school must do is to teach, by the age of twelve, absolutely accurate and reasonably rapid addition. Standing upon this platform, we would say that this does not mean too early nor too long-continued strain, but merely a little work every school day for several years.

Dr. Rice said he found in one city in practically every second primary class or second year in school, a large, reversible blackboard, literally covered on both sides with examples such as:

$$\begin{array}{ll} 1+1= & 1+2= \\ 2+1= & 2+2= \\ 3+1= & 3+2= \end{array}$$

to $10+1=$ and $10+2=$ respectively.

Then there were columns of mixed figures, four lines deep, five lines deep, ten lines deep; next, examples in horizontal lines, such as $3+6+8+4=$, and columns where each succeeding figure was five greater than the one before it, 1, 6, 11, 16; 2, 7, 12, 17, etc. The teachers actually devoted an hour and a half a day to this work with children not yet two years in school.

Now, *if* Dr. Rice has made no mistake in his note-taking, *if* the class was the second in school, *if* the children add columns of ten figures with 6, 8, etc., in it, then there is no conceivable excuse for it, and he has done good service in calling attention to this "flagrant evil," for it is an evil. In no good school-work to-day is there more than ten minutes' time a day given to addition. The table work

$$\begin{array}{l} 1+1= \\ 2+1= \\ 3+1= \end{array}$$

has not been admitted into good schools for some years, and the kind of ten-figure columns with numbers above 5 have not been allowed with children under ten years of age. Upon these matters the educational opinion in thoughtful circles is uniform. Short lessons, small numbers, short columns, seeking absolute accuracy and reasonable rapidity after the numbers have become thoroughly well known from long practice with object-numbers. Let no one criticize but rather thank Dr. Rice for telling us *if* such work is still done.

A Third Reader Lesson.

BY J. M. GREENWOOD, SUPT. OF SCHOOLS, KANSAS CITY, MO.

I have selected a lesson, "The Monkey and the Cats," as one familiar to many teachers, and published in several different Third Readers. It represents three different voices with corresponding variations, besides the conversational style so well adapted to didactic discourse.

PREPARATION BY THE TEACHER.

1. The teacher studies the lesson critically to ascertain the thought elements it contains, and how they should be expressed in utterance and action.

2. She weighs each sentence and decides the form, quality, force, stress, pitch and movement of voice necessary for its appropriate utterance. She also must determine the accidents of vocal expression, such as articulation, inflection and emphasis to be used. Mentally she conceives the piece first *statically*—or at best—simply as a literary composition, and secondly, *dynamically* or in motion as it would appear as a passing event in action.

3. The mere descriptive portions are thus firmly fixed in the mind; the monkey as the judge in solemn state, balancing the claims of the contestants, and their objections, too, must all be duly conceived by the reader.

4. The lesson is studied and thought over till it stands in the teacher's imagination as the most real occurrence in the world. A lesson is never understood till the reader feels it and can act it as a reality. Thus the lesson becomes a part of the teacher's mental furniture, a part and parcel of herself.

5. The teacher next decides how this lesson can be used so as to develop the powers of utterance and action in her class, or in particular members of her class. She works according to her ideals. Should they be very imperfect, her pupils will read very poorly. High ideals are the only good ones in teaching, and these the faithful, progressive teacher always strives to realize.

Her ideal of how each pupil should read may be comprised under the following subdivisions:

1. *To pronounce distinctly and properly all the words so as to be heard.*

2. *To emphasize all words so as to be understood in all parts of the room.*
3. *To express the thoughts so as to be felt.*
4. *To contrast and separate ideas, to attain clearness in expressing thought.*

THE PUPIL'S PREPARATION.

1. The teacher will pick out all new and difficult words which are not in the spelling exercise, and write them on the blackboard, and mark them diacritically. If she is in doubt about the marking of any word, consult the dictionary. These words are for the class to practice on from day to day. Words are learned through the ear and eye.

2. The pupils are to study the lesson first to get the sense out of the words and sentences. The teacher needs to show them how to study and how to prepare a recitation.

3. To express the meaning as each understands it. To put this in a clearer light, I will take the dullest boy, "Deuteronomy Dull," and ask him to read. He takes position. I observe that he is pigeon-toed. Kindly I show him how to place his feet. After a few efforts he gets his toes turned outward at the proper angle. I now see that he is loose-jointed, knock-kneed and bow-legged. Without calling attention to these physical defects, I manage to straighten up his feet and legs into a respectable position. Next, I attend to his head, shoulders, neck, breast, back, arms and hands. Physically I am trying to get him to stand flat-footed and straight up. His vocal organs must have full and easy play. At no time should his feelings ever be wounded. Putting him into shape to be somebody and to do something, unconsciously helps all the other members of the class.

The next step is to show him how to take, open and hold his book the proper distance from his eyes. This is an important matter, and is too often neglected.

Everything is ready now for Deuteronomy to read. He reads the first paragraph in a low, faltering voice. To get him to read louder, I go to the most distant corner of the room apparently to keep the studying class at work, and I say: "Deuteronomy, please try it again, a little louder." He reads louder, but in a harsh high tone. Quickly, I analyze the tone; in fact, I know it as soon as I hear it. He used the explosive instead of the expulsive form of voice; the quality was guttural instead of the pure tone; the energetic force instead of the moderate; the radical stress instead of the medium; high pitch instead

of middle; and rapid movement instead of moderate. I know precisely what is the matter with his reading, and I go to work to improve it in every particular wherever there is a defect, and I practice him till he reads the paragraph tolerably well. Then I praise him a little for what he did.

Suppose Deuteronomy is to read the fourth paragraph. It runs thus: "'Let me see,' said the judge, with a sly look; 'this piece weighs more than the other;' and he bit off a large mouthful."

This is a fine paragraph for Deuteronomy to practice on. He reads: "*Let me see*," in the solemn measured tones of a cool sagacious judge, if he has been properly taught. Next, he gets in the "sly look" of the judge and monkey blended; then he weighs or balances the two pieces, and with great gravity says: "This piece weighs more than the other," and then he proceeds to bite off a large mouthful.

Space will not permit me to go through this selection from the beginning to the end. However, I will mention a few suggestions.

1. Reading is the most difficult branch to teach in the entire course of study.
2. The teacher must know what good reading is, and whenever she hears one read, she can tell instantly if there be any defects.
3. She should know what the defects are, and how to correct them.
4. She should always keep up the interest in the lesson to a white heat.
5. In assigning a new lesson she should decide beforehand how the lesson shall be used to improve the children's reading, whether in articulation, expression, or getting the thought silently.
6. As a language drill, the changing or recasting the sentences, the substituting other words, and other devices which will suggest themselves are invaluable.
7. *Caution.* Avoid wasting time, and not giving all the pupils a chance to read during each recitation.—*New York School Journal.*

NEW METHOD OF SQUARING NUMBERS.—Say we square 48. Take 48 from 50, equals 2. Square 2 equals 4. Now this gives the units and tens figures of the product. Take the 2 you secured by subtracting, and subtract the 2 from 25, equals 23. This gives us the figures for hundreds place; hence the square is 2304. Take 46 from 50, equals 4. Square 4, equals 16. Take 4 from 25, equals 21. Then the square of 46 is 2116. Any number under 50 can be squared in this way.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

County Institutes.

SANTA BARBARA.—The meeting of teachers for mutual improvement in matters and methods of instruction is always important. The teachers of Santa Barbara county gathered in force to attend the yearly institute. Very few were not there at the opening. Such promptness speaks well for the earnestness of the teachers in their work. County Superintendent G. E. Thurmond presided. J. S. Denton, of Santa Maria was elected Vice-president, Miss Jennie Gourley, Secretary, and Miss Brownsill, assistant Secretary.

Geo. E. Knepper, of the Santa Barbara school, Miss Ida M. Blockman, G. D. Ostrom, Miss Edith Cheeney, G. L. Leslie, and others, discussed various educational topics in a vigorous manner during the exercises of the first day. In the evening a merry company assembled at the Arlington, for a few hours of social enjoyment. A program in keeping with the spirit of the occasion was followed out, and a goodly number of witty and felicitous speeches and recitations enhanced the pleasure of the flying hours.

Principal Edwards, of Santa Ynez, G. D. Ostrom, Miss Edith Cheeney, G. L. Leslie, G. O. Knepper and other teachers participated in the exercises of the second day. Many visitors were present and much interest in the proceedings was manifested. Much regret was expressed on account of the inability of State Superintendent Anderson to be present to address the teachers, as he was expected to do.

J. R. Parker, Miss Ida M. Blockman, J. S. Curryer, Holton Webb, W. V. Barnum, G. O. Knepper, took leading parts in the program for the third day. In the evening a timely topic was discussed in a forcible and attractive way at the Congregational Church by Prof. C. H. Keyes, President of Throop University. He took as his subject "Australian Ballot System." His address was full of timely and useful information, and was highly appreciated by those present. Pres. Keyes is a gentleman of very pleasant address and is a ready and fluent speaker.

From whatever standpoint the work is viewed the institute must be pronounced a decided success. Along the lines of science there

was not much room for improvement. Psychology was brought before the teachers in its relation to English literature in a way that threw new light upon both subjects. Elocution, both in the concrete and in the abstract, found a prominent place and able representatives.

The essays and papers read on general subjects were unusually fine. Thus we might run through the whole program and find everywhere excellent work. Superintendent Thurmond was everywhere, attending to the general management of affairs and doing it well. M.

SAN BENITO.—The fifteenth annual session of the San Benito County Teachers' Institute, convened at the Hollister High School on Monday, October 10, 1892. Superintendent J. N. Thompson, presiding. The institute organized by electing Prof. J. B. Hawkenson, Vice-president; Miss Mary Patterson and Manuel Hubler, Secretaries; Miss Ella McCray, Organist. State Superintendent J. W. Anderson favored the institute with his presence for the first two days, during which he gave informal talks upon the following topics: California Schools, School Discipline, Use and Abuse of Text-books, Physical Culture. He also participated in all the other topics which were introduced by the members. On Monday evening, he delivered a formal lecture, at Wells' Opera House, taking for his subject, "Think on These Things." His visit and talks were thoroughly appreciated and enjoyed by all.

The other topics considered were: "Mental Concentration," Will Action; "Physiology," W. J. Cagney; "How United States History can be made Interesting and Profitable," W. J. Dougherty; "Primary Reading," Miss Katherine Black; "Reading," Miss Louise McCarthy; "Mental Arithmetic," J. B. Hawkenson; "Civil Government," C. F. Rubell; "Drawing," E. E. Roberts; "Physical Geography," S. C. Garrison; "Combination Lessons," Miss Blanche Starkweather; "Grammar," H. G. Bacon; "Language," John H. Garner; "Primary Geography," Miss Annie Week; "Geography," Mrs. Hattie Archibald; "Music," Miss Flora Conover; "Primary Penmanship," Miss Clara E. Shaw; "Entomology," F. S. Wallace; "Word Analysis," W. E. Cushman.

Rev. C. P. Cone read an instructive paper on "Moral Culture in Public Schools." The entire meeting was characterized by a lack of that formality which is usually found in such gatherings. All present participated freely in such discussions as specially interested them. The entire session was pleasant and profitable, and Superintendent

Anderson expressed himself as pleased with the interest shown by the teachers in their work. A.

HUMBOLDT.—Met in the Court House, 128 teachers present. Non-resident instructors, Hon. J. W. Anderson, State Superintendent, and Supt. Will S. Monroe. The Eureka papers gave full and cordial reports of the sessions.

Following the practical opening remarks of County Supt. Brown, Superintendent Anderson delivered an address in which he deprecated the tendency to over-grading, to the multiplying of studies and the evils of written examinations, stating that through his efforts the system had been entirely discontinued in San Francisco. To quote from the *Times*, "His remarks took a broad range and were replete with sound and wholesome suggestions." In a subsequent address he urged the teachers to use their influence for the adoption of the proposed constitutional amendment requiring an educational qualification for voters. He urged that teachers oppose the refunding of the State debt as such refunding would cause an annual loss to the school fund of \$30,000.

Supt. Monroe thoroughly captured the institute. He covered a wide range in his talks which included Professional Reading, Oral and Observation work, Geography and Map Drawing, Primary Reading, Language in all Grades, First Steps in Number, How to Study Children, and The Child we Teach. The last-named address was pronounced "the feature of the day." To add variety to the program and relieve the principal speakers, the teachers did some excellent work on the subjects of Busy Work, The Ideal Recitation, Physiology Without a Manikin, Practical Entomology, School Room Etiquette, The Teacher's Responsibility for Teaching Scientific Temperance, Character in School, Our Great Needs, and Music in the Public Schools.

The program throughout was rich, strong and varied.

The subject of the California Educational Exhibit at the World's Fair was presented by Supts. Monroe and Brown, strongly indorsed and steps taken for the active preparation of a creditable exhibit from Humboldt County.

Memorial resolutions were adopted for Mr. A. W. Kuntz, Miss Lottie J. Hill, James C. Marshall and Anna M. Heustis. Of Miss Hill it was said:

She fell in the front rank, overburdened by those labors of the school room which not even failing health could impel her to neglect. In the delirious hours of her last agony her mind reverted to her school work, and almost the last words

that trembled upon her paling lips were those of admonition and encouragement for her absent and sorrowing pupils.

The community took the institute to its heart and nothing was withheld that would contribute to the enjoyment of the teachers and assure them that the public was in thorough sympathy. Only two teachers were absent and they were excused. P.

SAN LUIS OBISPO, OCT. 4-6.—Met in the Agricultural Pavilion. P. M. Fisher, Conductor; State Superintendent Anderson, Normal School Principal, C. W. Childs, Professors Elmer E. Brown, of the State University and W. H. Hudson, of Stanford, instructors.

Conductor Fisher delivered a series of addresses on "School Organization and Management" under the heads, State, County, District. He also spoke on the "Parent and Pupil," "The World's Fair Educational Exhibit," "The Union High School," and on Thursday evening delivered a lecture on the subject of "The Future American."

Superintendent Anderson spoke during the day sessions on the value of diplomas, the duty of teachers in the matter of the non-partisan propositions to be voted on at the coming election, and on other topics of interest to the profession. Principal Childs took part in the general discussions. On the evening of his arrival, as he alighted from the stage, he received quite an ovation from the several score of normal graduates, whose presence in the institute and at the delightful Hotel Ramona, added so much to the enjoyment of the week.

Prof. Hudson delivered an evening address on "Herbert Spencer: His Life and Work." As secretary to Spencer, the speaker was well able to speak intelligently on the subject. Speaking from the floor, in a clear, distinct tone, modest in manner, the master of a pure English, every word of which was in its right place, his address charmed every cultured mind. This was the Professor's first experience before an American Teachers' Institute and he expressed himself (privately) as delighted at the evidences he saw of lively interest, quick appreciation, and readiness in debate among the rank and file of the teachers.

Prof. Brown spoke during the day on several subjects under discussion, and in the evening delivered an address on three great teachers, "Socrates, Pestalozzi, Arnold." The audience filled the pavilion and gave the speaker earnest attention. Being an American by birth and education, he was at home before an institute and showed it.

Instead of discussing the various subjects taught, Superintendent Armstrong directed the attention of the teachers to questions of public as well as professional interest, as the following selections from the program will show:

With what notions of obedience, industry, etc., does the child enter school?
How shall the teacher meet these notions?

A. D. TENNY, G. B. HUSTON, EDNA H. YOUNG

The attitude of pupils toward the teacher and the school differs. They may fear, respect or feel an affection for the teacher. What is desirable?

Why?.....A. W. SUTPHEN, ARMILDA DOUGHTY, EFFIE E. YORK

In how far should the teacher permit his ideal of the proper management of the school to be affected by the sentiment of patrons?

C. F. BONDISHU, C. H. WOODS, KATE CAMPBELL HIGGINS

Are children overworked in school? If they are, where is the fault, and what the remedy?

OLIVE WILSON, VICTORIA BATEMAN, ELOISE F. LAWRENCE

Should the list of studies be shortened? If not, how may they all be profitably taught?.....N. MESSER, W. M. ARMSTRONG, M. R. TRACE

Are the schools doing their duty to the public?

ALVA HILL, CAROLINE M. CUSHING

Superintendent Armstrong has a strong, as well as a large corps of teachers; men and women, who before a State Association would be found the peers of any. The discussions demonstrated this. Every teacher on the program did well, and the listeners felt that there was any amount of reserve power not yet drawn upon. The institute was an unqualified success with two exceptions. The music was not as generous in supply as one would expect, although several of the committee did faithful work. Again, the hall from a hygienic point of view is an atrocity. As a non-ventilatable construction, it is a perfect success. The Superintendent suffered, the speakers suffered, and the teachers were simply martyrs.

We turn from this memory to another, the Ramona Hotel. In this delightful place the teachers found a veritable home. The proprietor, Mr. Lake, was voted "charming" by the ladies, a "trump" by the gentlemen. The well-kept rooms, the ample vine-covered porches, the excellent table service, the unvarying courtesy of proprietor, clerks and waiters left a "sweet taste in the mouth." The social given to and by the teachers on Friday evening, in the spacious dining-room furnished a fitting climax. No wonder such veterans as the dignified State Superintendent, the serious Conductor and the reticent County Superintendent, found it irresistible.

SANTA CRUZ.—Watsonville, Sept. 26-30. Instructors and lecturers, Prof. Melville B. Anderson, Leland Stanford Jr. University; Prof. Bernard Moses, University of California; Dr. Thomas D. Wood, Leland Stanford Jr. University; Miss R. Anna Morris, Des Moines, Iowa. Convened in the Presbyterian church at 1:30, Monday, adjourned at noon, Friday. Social reunion, Monday evening. Section Work, Primary, Intermediate and Grammar, in the morning. General assembly in the afternoon. Miss L. A. Howard had charge of Drawing in all the sections. Miss R. A. Morris spoke on Physical Culture in all the sections.

Primary Section.—"Number Work," Miss G. M. DeLamater; "Reading," Miss Josephine Kuowilton; "Spelling and Writing," Miss Bertha E. Morgan; "Language," Miss Agnès Effey.

Intermediate Section.—"Geography," Miss M. E. Baker; "Reading," Miss Marie Pioda; "Arithmetic," W. W. Wilson; "Grammar," Miss Louise L. Kidder.

Grammar Section.—"Grammar," Miss Emma Mosher; "Geography," W. A. Sears; "History," Miss M. E. Morgan.

In the General Assembly, Dr. Wood spoke on "Physical Conditions of Childhood and School Hygiene;" D. C. Clark, on "Oral and Observation Lessons;" L. W. Cushman, on "Botany;" Miss Morris, "Voice Culture." The institute discussed Promotion and Graduation, and Columbus Day. The evening lectures were by Miss Morris and Professors Moses and Anderson. The last spoke on "The Approaches to the Study of Literature," Prof. Moses, on "Characteristics of Spanish Civilization." Prof. Childs was present during some of the discussions and took lively part. The scope of the program and professional standing of those in charge, indicate the thoroughness of the work done. Superintendent Linscott kept everybody busy and in good humor.

MONTEREY.—Sept. 26-30. Met in the Assembly Hall of the M. E. Church, Pacific Grove. Conductors, P. M. Fisher and Prof. Earl Barnes. Lecturers, Dr. F. F. Jewell, San Jose; Major Dane, Oakland; Dr. F. Cornwall and Mrs. N. B. Eyster, San Francisco. Institute divided into the two sections, A and B, and each teacher required to work in her section.

On the first evening, County Superintendent Wood delivered a strong address which was published in full by the Salinas papers. Mrs. Hood had charge of the section work in Reading, J. B. Hick-

man in Arithmetic, Mrs. M. McHarry in Grammar, Miss Kate Doherty in Geography. W. H. Housh, Principal of the Salinas schools, did yeoman's service, his talks on "The Value of Illustrations" and "Language," being especially instructive and stimulating.

Conductor Fisher presented the subjects of "School Management," "Columbus Day and The World's Fair Exhibit" and answered the question "Do our schools give a better preparation for life, than those of our fathers?"

Prof. Barnes spoke on the topics: "How the World appears to Children," "Sources of American Ideas," "How to teach History" and "Elementary Science Lessons."

Dr. Cornwall spoke on "The Mechanical Defects of the Eye in School Children." He also generously offered to examine the eyes of the teachers, an offer of which many teachers availed themselves.

The address of Mrs. Nellie Blessing Eyster on "Scientific Temperance" was charming and she was overwhelmed with congratulations. Mrs. Eyster cannot fail to do good by her presentation of the subject and the W. C. T. U. are to be felicitated upon such a representative. With a vial of alcohol and one of water, with a veteran cigar and a box of matches, her sympathy, tact, and eloquence supply the rest of her admirable equipment.

Dr. Jewell delivered an evening address on "Our Platform of Personal Power."

Major Dane spoke on "London, the Marvelous." The Major is a popular lecturer, but his address failed to be acceptable because of his very marked disposition to magnify England, its people and its government at the expense of his native land, America. His picture of the great loyalty, amounting almost to reverence, paid by the English people to Queen Victoria, was very much overdrawn; his description of her great power, was so largely imaginative as to arouse the suspicion that, although apparently serious, he was very likely speaking in a Pickwickian sense. If not, teachers must conclude that the Major has travelled overmuch, and has cultivated his imagination at the expense of his judgment; has grown cosmopolitan at the expense of his loyalty to the land of his fathers.

The Superintendent selected twelve country schools (of one teacher) and four town schools to prepare an exhibit for the World's Fair.

A most enjoyable reception was given by the citizens of Pacific

Grove to the teachers on the second evening. The institute was pronounced interesting and helpful.

CONTRA COSTA.—Sept. 28-30. Met in the public school building, Concord. Instructors, Prof. Elmer E. Brown, of the State University; Prof. Holway, San Jose State Normal School; Supt. John Swett, San Francisco. The teachers maintained their reputation for "strict, quiet and concentrated attention to the lecturers." Following an address of Mr. Swett, a vigorous protest arose against the regulations of the County Board requiring semi-annual examination of all the pupils for promotion. A resolution was adopted requesting the Board to dispense with the examination this year, so as to give teachers ample time to prepare a "Columbus Day" program.

Prof. Brown remarked the large number of teachers who seemed to be permanently located in the county. Inquiry developed the fact that quite a number of them are land holders, cultivating small orchards and vineyards, this state being due to close husbanding of wages, rather than large salaries.

The quality and volume of tone shown in the singing of the institute was also the subject of favorable comment.

A pleasing incident of the institute was the presentation in a very quiet informal manner to a mountain district of the sum of \$12.15, the voluntary contribution of individual teachers for the purpose of putting "Old Glory" over the schoolhouse in that district, because, as the teachers said: "That schoolhouse stands on a slope of old Diablo 1500 feet above the sea, and as it is the *most elevated one in all the counties around the bay*, we take special pleasure in presenting the children of that mountain district our compliments and their country's flag."

Resolutions were adopted favoring the establishment of High Schools, and calling for an amendment of the High School bill; commending the County Board for the introduction of Eggleston's History; calling for the adoption at the next meeting of the section plan for the morning sessions.

S.

CALAVERAS.—Oct 11-14, in West Point. Morning sessions in the school room, afternoon and evening sessions in the town hall. Conductor, President C. H. Keyes, of Throop University. President Keyes fairly captured, teachers, pupils, and citizens.

Subjects taken up during the sessions, were Writing, Manual Training, Primary Number Work, Reading, Language, Technical

Grammar, Elementary Geography, U. S. History, and Foundations of the Teacher's Business.

On Tuesday evening an entertainment was given to a crowded hall, by the pupils of the public school aided by some of the teachers.

Wednesday evening President Keyes lectured on the "New Education" or "Manual Training in the Public Schools."

Thursday evening, the Professor's subject was "The Australian Ballot System."

A noticeable feature at the institute was the interest taken by pupils and citizens. The daily sessions were fairly attended, while at the evening sessions, the large and commodious hall was crowded.

The school buildings and hall were tastefully decorated for the occasion.

Among the resolutions adopted was one urging Trustees to provide supplemental reading matter for the schools; also the following:

1. That the use of the text-book on Elementary Geography be not commenced in a lower grade than the fourth.
 2. That the Advanced Geography be commenced only in the sixth grade.
 3. That Technical Grammar be begun only in the seventh grade, and that no use of the Speller be made in grades lower than the fourth.
- P.

ALAMEDA.—Oct, 11-14. In Hamilton Hall, Oakland, under the joint management of County Supt. Frick and City Supt. McClymonds.

Section work in the forenoons as follows:

Section I. All teachers of the first year.

Section II. Teachers of the second and third years.

Section III. Teachers of the fourth, fifth and sixth years.

Section IV. Teachers of the seventh, eighth and ninth years.

The corps of instructors was large and representative, their scope of work comprehensive, as witness the following list:

Hon. J. W. Anderson (absent.) Geo. R. Kleeberger, Geography, Arithmetic and The Importance of Imagination Culture; Earl Barnes, The Old Infant Schools, A Child's Interests, Spelling, Mental Arithmetic, Sex in Education; Elmer E. Brown, Systematic Pedagogy, Formal and Content Studies, Interest, The Necessary Steps in Instruction and the Heart of the Course; Dr. Thomas D. Wood, School Hygiene; Josiah Keep, Columbus and His Life; A. H. Randall, Exercise with Solar Microscope; Miss R. Anna Morris, Physical Culture; Minor L. Seymour (absent); Will S. Monroe, Progressive Reading, Geography, Primary Language, Elementary Science; Major

H. C. Dane, New Zealand; Mrs. Mary Prag, Teachers' Pensions; C. M. Waage, The Heroic Age of the North.

In addition to the above, a number of teachers were on program for section work, among the best known being Mrs. K. B. Fisher, W. F. B. Lynch, S. D. Waterman and Charles E. Markham.

Each section had a Chairman, Vice-Chairman and Secretary. There were three Vice-Presidents and a large committee on Resolutions. Three hundred and fifty teachers attended. Space forbids giving any adequate resumé of the addresses.

The local papers, with the freedom characteristic in cities, and in the breezy style so trying to the nerves of school people, commended, criticized, condemned, various features.

The Committee on Resolutions, after attention to the usual courtesies and the adoption of a resolution of tribute to William O. Dickson, deceased, presented the following, which at once excited a spirited discussion:

WHEREAS, it is the sense of the teachers of Alameda County, as represented in this institute, that the text-books of the State series are utterly unsuited to the wants of the schools of the State; be it

Resolved, That the teachers of Alameda County, in institute assembled, condemn the text-books, published by the State, as a whole; and

WHEREAS, Incorrect and misleading circulars have been distributed at Sacramento and elsewhere to the effect that the State text-books are superior, in compilation and mechanism and that educators in general approve the system;

WHEREAS, The sum of \$486,733 has been appropriated by the Legislature of the State for the publication of the series of text-books; and

WHEREAS, The State of California has already sustained a net loss of \$134,095; and

WHEREAS, The text-books are costing the pupils of the State more than they should; and

WHEREAS, It is generally understood that the further sum of \$150,000 will be asked at the next Legislature for the revision of the text-books; therefore, be it

Resolved, That we condemn the system now in vogue whereby the State publishes a series of school text-books, as a waste of public funds; and, further, be it

Resolved, That the chairman of the institute appoint a committee of five to memorialize the Legislature of the State, in behalf of the teachers of Alameda county, to the effect that the Legislature repeal the enabling clause of the act now in force providing for the printing of a series of text-books by the State, or otherwise to pass a law, permitting the people of the various counties of the State to adopt such text-books as are best suited to their respective requirements provided that no text-books shall be adopted which shall cost more than the so-called cost price of a book of similar grade, now published by the State; and, further, be it

Resolved, That a committee to be composed of the County and the various City School Superintendents of Alameda county be hereby appointed to have a similar

memorial presented to the next Legislature by the State Convention of School Superintendents.

Superintendent Sullivan and Principal Jackson of Alameda, Principal Dunbar of Oakland, spoke strongly in favor of the resolutions. A motion to strike out all after the word "whereas," and insert, "And we ask a careful revision of the books by the State," was vigorously supported by Principal Garlick of Oakland in which

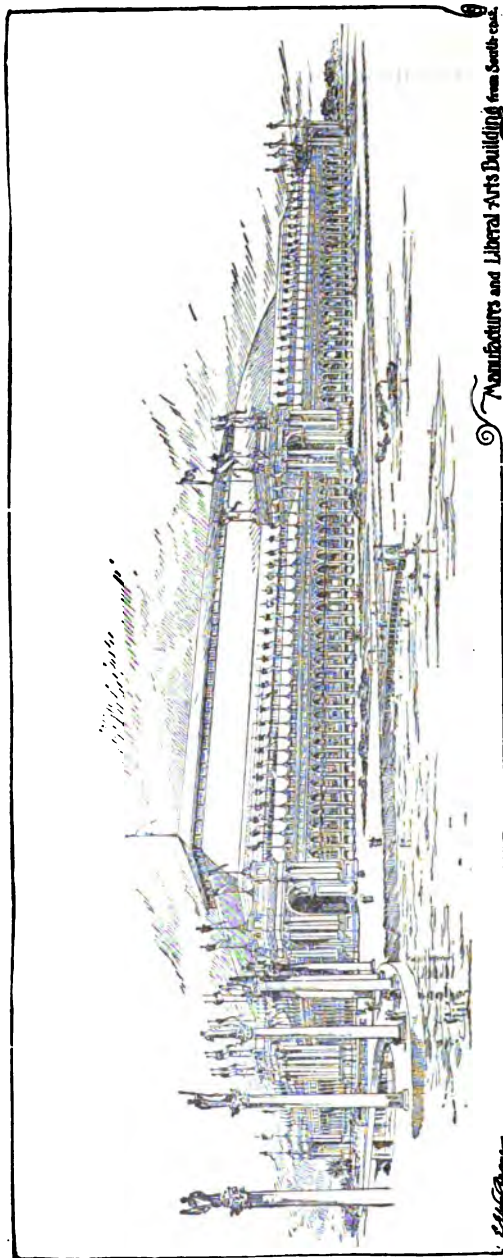
"He claimed that some of the State books were among the best upon the subjects treated that the State had ever had. That to condemn these books as a whole was to condemn the State of California itself educationally, as these books were the work of some of her foremost educators—principals of our State Normal schools and others—those whose data had for years been accepted on these very subjects as institute instructors. That it was the duty of this institute to ask a revision of these books which are not so satisfactory, and point out specially their imperfections. This institute should not ask the State to go back to a system by which adjoining counties may have different text-books, and a family moving from one county to another be compelled to buy a full new set of books. That one object of State publication so overwhelmingly adopted by vote of the people of this State was to do away with this very thing. He said the resolutions in their detail bore too plainly the ear-marks as having come from the outside."

Superintendent Sullivan stating that the State series of readers is discarded in Oakland, was corrected by Principal G. W. Horton who stated that they are not discarded but that supplemental readers are also extensively used. The amendment was voted down and the original resolutions adopted. Mrs. Prag who delivered an earnest and strong address on Teacher's Pensions, was complimented by a vote of thanks, but no action was taken by the institute although a committee had been appointed a year ago to perfect an organization.

High School Certificates.

The Alameda County Board of Education grants High School certificates as follows: 1st, to holders of State University diplomas, the applicant being recommended by the Faculty; 2nd, to holders of diplomas from institutions of equal rank, provided they possess Life Diplomas of any State; 3rd, to holders of California, Oregon and Nevada educational diplomas or State Normal School diplomas, possessing the additional higher requirements; 4th, upon certificates of other counties and cities which reciprocate and have similar requirements.

The examinations of applicants for H. S. certificates are held on the third Monday in January and July, and not at the time of the other examinations. The examination is based upon the University requirements for admission.



Manufacturers and Liberal Arts Building from South-east.

Size, 1687 x 787 Feet, Covering Nearly 31 Acres.

A Great Building.

The Manufacturers' and Liberal Arts' Building is the mammoth structure of the World's Fair. Including the galleries it has about forty acres of floor space.

Within the building a gallery 40 feet wide extends around all four sides, and projecting from this are 86 smaller galleries, 12 feet wide, from which visitors may survey the vast array of exhibits and the busy scene below.

The exterior of the building is covered with "staff" to represent marble. There are four great entrances, the central archway of each being 40 feet wide and 80 feet high.

It is in this building that the general educational exhibit will appear.

NORMAL SCHOOLS AND STATE UNIVERSITY.

San Jose.

Total enrollment.....	585
Entered on Teachers' certificates.....	17
Entered from High Schools.....	16
Entered on County Diplomas.....	155
Entered on examination.....	25

Eighty persons were examined for admission to the school this term; but only twenty-five were found worthy to enter. The standard for admission is made harder every year. If there were no other reason, this would be necessary in order to keep the school from being crowded.

During the summer holidays many changes were made in the building. The library, containing over four thousand volumes, had outgrown its accommodations. All of the rooms on first floor of the south-east wing were thrown into one, and the library room is now the comfortable size of one hundred by twenty-five feet. The students of the school are sent by the various teachers to the library to read during study hours. There are sometimes two hundred pupils assembled at once, either reading or drawing books to take home for the night. The Normal School library is essentially a working library. In additions to books the school buys yearly one hundred periodicals and educational magazines which are read and re-read.

Opposite the library is the museum, also a large, airy room.

This too is much used and for this reason was moved from the third floor to the first.

A feature of the school work last year and one that will be continued is the Military drill and Calisthenic exercise carried on at recess. The Junior and Middle classes have Calisthenics, the Middle classes Military drill. Both are in charge of the Seniors who work under direction of the teachers. Both teachers and students are found on the grounds at recess.

The Training Department numbers 250 pupils ranging from children of the first year to those of the ninth. As formerly it is under the charge of five critic teachers. The new building is delightfully lighted and ventilated, and convenient in every way. It is a typical training school building, one of the best in the United States.

The hour from three to four of Thursday afternoon is known as "lecture hour." During this time the students of the Normal School and the older pupils of the Training Department have the privilege of listening to talented lecturers. Prof. John Dickinson, of Pasadena, and Dr. T. D. Wood, of Stanford University have been among the contributors this term.

Having improved facilities, the school as a whole hopes to do better work than ever before. S.

The many Normal friends of Miss Susie E. McFarland, for several years the efficient Vice-Principal of the Temescal school, near Berkeley, will be glad to learn that she has been elected to a position in the Durant school, Oakland.

PROF. Melville Dozier, of the Los Angeles Normal, and Principal Pierce, of the Chico Normal, are the associates of Principal Childs on the California committee on Normal School Exhibit at the World's Fair.

State University Notes.

Prof. Le Conte has received a number of compliments since his return from Europe. A banquet was tendered him at the Palace Hotel, October 1st. Among the speakers were Major Powell, Chief Justice Beatty, Prof. Howison, and, of course, the honored guest. He was elected to preside at a meeting of scientists to consider the question of a topographical survey of California. His salary was raised from \$3,300 to \$4,000, the highest salary admissible, except by special en-

dowment. He will lecture in the interests of University extension in the southern part of the State.

The Regents at a recent meeting increased the contingent fund of Mt. Hamilton from \$500 to \$800; appointed Clarence Cooley assistant professor in the Department of Mechanics, at a salary of \$2,000; loaned \$100,000 to the Mechanics' Institute.

Prof. Frank Soule takes his class studying the strength of materials, to visit the Pacific Rolling Mills and the Union Iron Works in San Francisco, for practical study.

Prof. E. L. Green has been appointed on the International Committee on Nomenclature by the World's Fair Congress of Botanists, recently assembled in Genoa.

EDITORIAL.

NOTICES of the Solano and Sutter Institutes will appear in the next number.

THE article on "The Kindergarten for the Blind" is by W. N. Hailman, Indiana.

WE extend our best wishes to the Superintendent of Shasta County, Mrs. Logan, nee Welsh.

WE call attention to the charming story of "Little Daughter Goldie" translated by Mrs. Elmer E. Brown, of Berkeley. We have the promise that others will follow.

COLUMBUS Day was very generally celebrated by the schools. The October JOURNAL, containing the official program was eagerly sought for and the large issue of 3,750 copies was not sufficient to cover the demand.

JAMES A. FOSHAY, of Monrovia, Los Angeles County, has been appointed by the California World's Fair Commissioners a member of the Committee on Educational Exhibit. This is a good selection, and now with him and Mr. Monroe on the committee, both well known in the Southern portion of the State, that section will doubtless be stimulated to show the same zeal in the educational line, that it is displaying in other directions for the World's Fair.

Ho for Fresno! The State Teachers' Association will meet in Fresno during the coming holidays. It promises to be a notable

meeting. The local authorities, with Superintendent Kirk at the head, are planning to give the teachers a royal reception, and Fresno knows how to entertain. It will be the first time the Association has met in that part of the State. It is therefore incumbent upon the profession to make a strong showing. The program will be excellent, important questions will be considered, the reception cordial, the summer heat past. Let teachers plan to go.

SUPERINTENDENT THURMOND, of Santa Barbara, has been on trial before the Justice's Court on the charge of tampering with the minutes of the County Board of Education. The case has been remanded to the Superior Court. The explicit charge is, that in an entry relating to a Minnesota High School certificate be inserted the words "Life Diploma." As these certificates are accredited as Life Diplomas, and were so considered by the Santa Barbara Board when submitted to them, we fail to see any great harm done in any event. The long and popular service of Superintendent Thurmond, and his good name as a man, lead us to the confident belief that he will emerge from the trial with additional credit. The case is the more aggravating because it affects the certificates of such teachers of acknowledged ability as Geo. Knepper and G. L. Leslie, whose labors during the last year have already done much for Santa Barbara.

WHITTIER, TENNYSON, CURTIS. We mourn the close of three lives that for many years have been an inspiration to mankind. They will continue to influence men in the measure that their works may partake of the immortal.

WHITTIER died at 85, as full of honors as of years. The especial pride of America, he was universally beloved, for he was a poet of humanity. The young will remember him in "Maud Muller," "Barbara Fritchie" and "Snow Bound." Those past the meridian of life will recall his Anti-Slavery poems, and silently breathe their offering to his memory. His death following that of Lowell, leaves Dr. Holmes solitary. A friend pays this tribute:

JOHN G. WHITTIER.

O well-beloved John! to whom was given

This joy—to here abide

To see thy word fulfilled, the slave-chains riven,

As thou hadst prophesied.

Could we not stay thee? Mute thy harpstring lies—

Mute must it ever be?

Full many are the harps of Paradise,
And we had need of thee !
The cycle wearies 'neath her weight of years;
Smileless and sad she goes.
Ill could she spare the friend who showed her fears
Hope blossoming as the rose.

Singer of freedom's lays, what voices called,
Imperious, clear, to thee,
Urging, like those which Orleans' maid enthralled,
To strife and victory ?

Ever they called; ever thou didst aspire,
God-beckoned, to their height,
Until they called thee higher still . . . and higher, . .
And drew thee from our sight.

O preacher of a love-inspired evangel !
Sweetly attuned, thy tongue
Will need small teaching how by man or angel
The songs of Heaven are sung !

LOUISE BETTS EDWARDS.

His poem "My Triumph," might also be called his valedictory:

Let the thick curtain fall;
I better know than all
How little I have gained,
How vast the unattained.

Sweeter than any song
My songs that found no tongue:
Nobler than any fact
My wish that failed of act.

Others shall sing the song,
Others shall right the wrong,—
Finish what I begin,
And all I fail of win.

What matter, I or they,
Mine or another's day,
So the right word be said
And life the sweeter made ?

Parcel and part of all,
I keep the festival,
Fore-reach the good to be,
And share the victory.

Tennyson, though subordinate in dramatic power, was a peer among the best of the poets. Read in America full as much as in England, through the sweep and melody and sweetness of "The

Charge of the Light Brigade," "Enoch Arden" and "In Memoriam" he had strong hold on young and old. He was Poet Laureate by the royal right of commanding genius. Carlyle in his letter to Emerson describes him as:

One of the finest looking men in the world. A great shock of rough, dusty-dark hair; bright, laughing, hazel eyes; massive aquiline face, most massive, yet most delicate, of sallow-brown complexion, almost Indian looking; clothes cynically loose; free and easy. His voice is musical metallic—fit for loud laughter and piercing wail, and all that may be between; speech and speculation free and plenteous; I do not meet in these late decades such company over a pipe.

He died peacefully, painlessly, with his hand upon the dirge in Cymbeline as though he were contemplating the end.

Fear no more the heat o' the sun,
Nor the furious winter's rages;
Thou thy worldly task hast done,
Home art gone and ta'en thy wages.
Golden lads and girls all must,
As chimney-sweepers, come to dust.

Fear no more the frown o' the great,
Thou art past the tyrant's stroke;
Care no more to clothe and eat,
To thee the reed is as the oak.
The sceptre, learning, physic, must
All follow this and come to dust.

Fear no more the lightning-flash
Nor th' all-dreaded thunder-stone.
Fear not slander, censure rash,
Thou hast finished joy and moan.
All lovers young, all lovers must
Consign to thee and come to dust.

His life was pure and noble. Robert Buchanan, poet and dramatist, closes a sixteen-verse obituary as follows:

Peace to the knight who kept his vow
While others slept like sand,
But who shall sing to mortals now
Of that lost fairyland.

Our own poet, James Whitcomb Riley, pays this tribute which may well be accepted as the American estimate:

We of the new world clasp hands with the old,
In newer fervor and with firmer hold
And nobler fellowship; O master singer, with the finger tip
Of death laid thus on thy melodious lip.

All ages thou hast honored with thine art;
 Of ages yet unborn thou wilt be part,
 Of all songs pure and true;
 Thine now the universal homage due
 From old and new world—
 Aye, and still the new.

GEORGE WILLIAM CURTIS is not so well known to teachers, almost unknown to pupils. It will probably always remain true that universal homage comes to the poet, not to the orator, the journalist. And yet a tribute is due to Curtis. Wherever in the political world the battle raged his voice was heard for the things that are right and true and just, as God gave him to see right and truth and justice. True to his ideals he knew no surrender. He may have made mistakes, but none ever dared accuse him of venality. His life may safely be held up for the contemplation of the young men of the day. The *New York Tribune* said of him: "As a man of letters, no man of this generation has so completely filled the ideal of clear intellect, pure taste, moral purpose, chivalry of feeling and personal refinement and grace as George William Curtis."

Another has said, "Since his entrance into political life, nearly forty years ago, he has always satisfied the higher conceptions of purity, dignity and sweetness. Few orators have equaled him in felicity. A gentleman through and through. No one ever more profoundly and practically believed in the brotherhood of the race than he."

INSTITUTES FOR NOVEMBER: Placer County, Nov. 14-16 (?); Tehama, Nov. 21-23; Amador, Nov. 29, 30, Dec. 1, 2.

Important.

WORLD'S FAIR EDUCATIONAL EXHIBIT.

Superintendents and teachers can get drawing and writing paper from Cunningham, Curtiss & Welch, 327 Sansome Street, S. F., this firm having offered the best terms. The prices are as follows:

Writing paper, properly ruled.....per quire of 48 half sheets, 14c
 Drawing paper, large size.....per hundred sheets, 37c
 Drawing paper, small size.....per hundred sheets, 25c

The relief maps will be made on a board background, 18 x 24 inches. These boards, constructed so as not to warp or split, will be furnished by the same firm for 30c. each. Putty is preferred for the maps. Apply to your County Supt. for further particulars. Send in your order and the firm will promptly fill it, sending bill with package.

Members of the California State Teachers' Association.

Under a provision of the new Constitution, the JOURNAL publishes the following list of members of the California Teachers' Association, who have remitted dues for year ending December 1st, 1893. This list has been furnished by the Secretary of the C. T. A.

ALAMEDA COUNTY.

P. M. Fisher, Oakland. Prof. Frederick Slate, Berkeley.
Prof. Martin Kellogg, Berkeley.

BUTTE COUNTY.

Prof. M. L. Seymour, Chico.

CALAVERAS COUNTY.

Johannah Bund, Angels Camp. Anna E. Lewis, Burton.

COLUSA COUNTY.

C. B. Newton, College City.

FRESNO COUNTY.

Hattie W. Adams, Fresno.	J. S. Larew, Kelso.
Mary E. Allen, Sanger.	Frank M. Lane, Fresno.
Nellie A. Ayer, Sanger.	Minnie Maher, Wild Flower.
Estelle Bagnelle, Madera.	Maggie McCormack, Clifton.
Nellie Booth, Fresno.	T. N. Miller, Madera.
Nellie Borton, Fresno.	Anne M. Nicholson, Madera.
Estelle Breyfogle, Madera.	Mary Norton, Fresno.
Lillian Breyfogle, Madera.	Sallie Porter, Malaga.
Sue Brown, Riverdale.	Florence Puffer, Fresno.
Dr. J. J. Connelly, Fresno.	Miss L. A. Root, Fresno.
Frances Conn, Madera.	George Selby, Fresno.
Annie Darling, Fresno.	Zetta Thomas, Riverdale.
W. C. Dow, Sanger.	C. J. Thom, Fresno.
Mrs. M. E. Garrison, Sanger.	John W. Traber, Selma.
Georgia Garrison, Sanger.	Ora J. Traber, Selma.
Maud Gill, Easton.	Eva Turner, Fowler.
M. B. Harris, Oleander.	H. F. Walter, Fresno.
Miss M. F. Kenny, Wheatville.	John Wash, Lone Star.
Agnes Henry, Fresno.	H. L. Weems, Selma.
Blanche Hotaling, Fresno.	Cecilia Williams, Fresno.
Supt. T. J. Kirk, Fresno.	W. L. Williams, Madera.
J. A. Larew, Kelso.	

LOS ANGELES COUNTY.

Frances L. Billings, Pomona.	Prof. Melville Dozier, Los Angeles.
Mrs. E. A. Brink, Pomona.	Harriet E. Dunn, Los Angeles.
Cora Buja, Pomona.	H. C. Fall, Pomona.
Florence R. Cromer, Pomona.	Katherine C. Fall, Pomona.
Mrs. L. Crawford, Downey.	Angie Farnsworth, Pomona.
Cora A. Dix, Pasadena.	Emma M. Finch, Pomona.

Louisa Foss, Los Angeles.
 Jas. A. Foshay, Monrovia.
 Mary F. Foy, Los Angeles.
 Emma L. Hawks, Los Angeles.
 Lillie R. Hill, Pomona.
 J. H. Hoose, Pasadena.
 Prof. Chas. H. Hutton, Los Angeles.
 Prof. C. H. Keyes, Pasadena.
 Carrie E. Lorbeer, Pomona.
 Addie Marsh, Claremont.
 Alice J. Merritt, Los Angeles.
 Supt. F. A. Molyneaux, Pomona.
 Sarah F. Monks, Los Angeles.
 Prof. Ira More, Los Angeles.

Ada Minor, Pomona.
 Opal McGaughey, Pomona.
 Archi B. MacGillvoray, Lemon.
 Ellen N. Parsons, Pomona.
 Harriet Palmer, Pomona.
 Mary Peter, Pomona.
 Ada Quinn, Pomona.
 Mattie A. Reed, Pomona.
 Jessie Rubottom, Pomona.
 Josephine E. Seaman, Los Angeles.
 Supt. W. W. Seaman, Los Angeles.
 J. H. Strine, Downey.
 Emma Thornton, Pomona.

ORANGE COUNTY.

W. L. Brown, Tustin.
 Sallie H. Finley, Santa Ana.
 Mary L. Gower, Anaheim.
 Supt. J. P. Greeley, Santa Ana.
 J. N. Keran, Santa Ana.

Supt. G. W. McGinnis, Santa Ana.
 F. E. Perham, Santa Ana.
 G. W. Weeks, Orange.
 Kate L. Wing, Garden Grove.

SAN BERNARDINO COUNTY.

Amelia A. Dranga, Boston, Mass.
 Celesta Easton, Beaumont.

Chas. W. Foy, San Bernardino.
 Supt. Alex. E. Frye, San Bernardino.

SAN DIEGO COUNTY.

Hattie E. Andrews, Fall Brook.
 W. R. Carpenter, Winchester.
 Mrs. C. A. Cushing, Lakeside.
 A. Louise Hodge, San Diego.
 Emma E. Meyer, Coronado.
 Annie E. Peck, San Diego.

Dr. A. W. Plummer, San Jacinto.
 Mabel C. Rich, San Diego.
 Mrs. Laura G. Riddell, San Diego.
 Prof. H. J. Baldwin, National City
 Georgia Thatcher, San Diego.

SAN FRANCISCO COUNTY.

Prof. Geo. A. Merrill, San Francisco.

SAN JOAQUIN COUNTY.

Mary L. H. Arnold, Stockton.
 Supt. Jas. A. Barr, Stockton.
 Willis Lynch, Stockton.
 Margaret G. Melhan, Stockton.
 J. S. Moulton, Stockton.
 Edith D. Moulton, Stockton.

Mrs. Ellen M. Pennell, Stockton.
 Prof. R. F. Pennell, Stockton.
 Mrs. Mae Simms, Stockton.
 May E. White, Stockton.
 John York, Stockton.
 Mrs. Grace Lynch, Stockton.

SANTA CLARA COUNTY.

Prof. Earl Barnes, Palo Alto.
 Dr. David S. Jordan, Palo Alto.

G. W. A. Luckey, Mayfield.
 Mrs. Bertha Luckey, Mayfield.

SAN LUIS OBISPO COUNTY.

Dr. Warren B. Brown, San Luis Obispo.

TEHAMA COUNTY.

Miss S. L. Owens, Corning.

TULARE COUNTY.

Supt. S. A. Crookshank, Visalia.

Prof. H. C. Faber, Tulare.

VENTURA COUNTY.

D. S. Snedden, Santa Paula.



J. W. ANDERSON, - - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - - Deputy Superintendent Public Instruction

[The State Superintendent writes that he has been so busy attending Teachers' Institutes during the month of October that it was impossible for him to prepare any matter for this number of the JOURNAL.—ED.]

CALIFORNIA SCHOOL ITEMS.

THE Lugonia school is in charge of Charles E. Taylor. 114 pupils are enrolled.

TEN per cent. (12) of all the teachers in Shasta County have married within the past year.

THE three new schools in Berkeley have been named respectively, Columbus, Le Conte and Whittier.

PROFESSOR James Denman is a nominee on the Democratic ticket for position of one of the Supervisors of San Francisco.

THE Board of Supervisors of Stanislaus County have included in their proclamation the question of voting for the formation of a county high school.

AT the beginning of the school term the School Board of Butte City, Montana, selected Misses Lizzie MacKenzie, Emma L. Kooser and Emma T. Macneal of San Jose, for kindergarten work in their public schools.

IN Contra Costa there are 53 school districts, of which number there are 50 provided with school flags. As many of these schools are in isolated mountain cañons or valleys the almost universal presence of the National colors betokens strong active loyalty among both pupils and teachers.

It has recently been stated to the Attorney-General of California, that at one precinct in San Luis Obispo county there are only eight men who can read and write English, and are recorded as tax-payers. Two of them are school trustees and the Supervisors appointed them on the election board.

COLUMBUS Day was generally observed throughout the State, the schools taking a prominent part. San Jose, San Luis Obispo, Chico, Oakdale, Lodi and many other interior towns had notably fine programs. In San Francisco, Los Angeles and Oakland the day was observed by individual schools but there was no general school parade.

THE teachers of the Golden Gate Kindergarten Association have perfected an organization for an advanced course (post-graduate) of professional study and training. Professor McGrew of San Jose is the instructor. Mrs. Cooper has engaged Miss R. Anna Morris, of Iowa, to give a course of ten lectures on physical education.

IN regard to the California Educational Exhibit at the World's Fair, the Contra Costa County Board selected the following schools as typical of the different classes of schools: Martinez, Pacheco, San Ramon, Byron and Lafayette. These schools to be requested to prepare papers for the California Educational Exhibit at the World's as requested by the World's Fair Committee.

IN conformity with the "Resolution" adopted at the last session of the teachers' institute, Superintendent Webster of Solano County appointed the following as committee on "World's Fair Exhibit": J. A. Metzler, Suisun; A. Huckins, Vallejo; Miss E. M. Garretson, Benicia; Miss Juliette Burns, Vacaville; and Miss Cassie Cook, Rio Vista.

THE committee on classification, of the Oakland Board of Education, reported in favor of extending every facility to Professor Barnes of Stanford, and Professor Brown, of the University of California, in the collection of data for charts showing the typical child of this city, to be one of many others on exhibition at Chicago. The cost not to exceed \$150, and the charts to be turned over to the school department at the end of the exposition. Adopted.

THE Union High School at Redlands began the fall term with 57 pupils enrolled, and quite a number to be examined for entrance. This is a greater attendance than was expected and is very gratifying. Professor H. F. Wegener, principal, and Professor C. R. Gleason remain with the school, and Miss Frances W. Lewis has been added to the faculty. The Redlands district had enrolled 325 pupils during the first week; another teacher will soon be necessary. The school is in charge of H. Patton, principal.

At the County Fair held in Contra Costa in September, "Children's Day" was observed by a parade of school children. Twelve schools participated, each having one of its girls tastefully draped in the school flag to march at the head of the school as its goddess. There were 503 children in line, marching four abreast to band music. A number of the schools had beautiful silk flags carried by the school color-bearer. The parade was reviewed by the County Board of Supervisors, the Fair Officials and the County Superintendent. The review was closed by massing the young marchers in front of the grand stand where a short, stirring address was given them by the marshal of the parade. M. S.

SAN FRANCISCO NOTES.—At a teachers' meeting held October 31, Superintendent Swett called on the principals to devise ways and means of sending twenty children to the World's Fair as representatives of the San Francisco public schools

—Professor Elmer E. Brown, of the University of California, presented a prospectus for the establishment of a University extension course in the city. The teachers entered heartily into the movement, and a committee consisting of Superintendent Swett, Mrs. Griffiths, and Messrs. White, O'Conner and Kennedy were appointed to arrange for the first lecture.—Superintendent Swett on behalf of the Board of Education tendered a vote of thanks to the teachers for their zeal displayed on Columbus Day.

THE *Yreka Journal* says:—The Legislature has generously made provisions for the establishment of High Schools in the counties of this State. With just pride the people of California look upon the public schools as the greatest boon to the rising generation and the great safeguard to our future liberties and prosperity. They fill a place dear to every true American heart. This is an age of progression and something more is now demanded. Our bright boys are looking farther than the common school course. The time has arrived when Siskiyou county needs a High School, where a more advanced education may be received. Our educational facilities should be such that they may receive this at home. It is now within our grasp, and we hope the voters on election day will see that they stamp a cross X, after the words "For the County High School" and thus open the way for a much needed school.

THE following, copied from the *Shasta County Democrat* of Wednesday, Aug. 31, 1892, will interest many teachers and Superintendents throughout the State. "Society in Redding and the people generally will be surprised to learn that a notable wedding takes place in this city this evening. Up to this morning the high contracting parties had succeeded in keeping the bit of news from the public; but Cupid will whisper, and now, "it is all over town." This evening, just at what hour our reporter could not learn, James N. Logan Jr., Deputy County Recorder and, Miss Eliza Welsh, County Superintendent of Schools, will join their future in wedlock. They will depart on their honeymoon trip on the overland train this evening. That is all we can tell about it, because that is all we know about it. The young people are both natives of Shasta County, and none enjoy a larger circle of friends and acquaintances than they. The *Democrat* flings its old shoe at them, wishing them boundless joy and happiness."

The revised edition of 1892 of *The International Cyclopædia* is complete in fifteen volumes, with the letters all under one alphabet, making reference much handier. President Milne, of the State Normal College in Albany, N. Y., says that this cyclopædia's "thoroughly comprehensive treatment of subjects, without the prolixity that wearies, commends it for the use of our students." The *International* is a very popular work of reference and is especially suitable for schools. For more detailed information and terms, write to Dodd, Mead & Co., 19th street, between Broadway and 5th avenue, New York.

We call the attention of teachers and school trustees to the ad. of the H. Parmela Co. We have examined the plan of this Company for organizing libraries for towns and supplying school libraries and heartily endorse the movement. Already over 200 libraries have been started on this coast. We believe that through their efforts the cause of education will be greatly benefitted. Their uniform patent binding is a great advantage; it seems to be perfect and as durable as steel.

LIBRARY TABLE.

MAGAZINES.

The October *New England Magazine* is specially attractive for the quantity and quality of its poetry. Everett S. Hubbard contributes a fine Columbus poem, "The Three Ships," which has the place of honor in the number. Charles Edwin Markham, the California poet, is represented by a poem in his best vein, "A Harvest Song." Madison Cawein, of Kentucky, is somewhat metaphysical in "The Ordeal." James B. Kenyon contributes a pretty fancy, "The South Wind." St. George Best is topical with "Mars." Stuart Sterne, a New York poet, in "Vespers" and "Matins," gives us true poetry and sentiment.

There is in the November number of the *Atlantic Monthly*, a most able article by Samuel W. Dike, LL. D., entitled, "Sociology in the Higher Education of Women." The author discusses the subject at length, and shows that now the problem is to put the education that young women are getting into *its true relation to their future*, and to do more, to fit the girl for what may be called the great profession of being wife, mother and member of society. The many suggestions for the carrying-out of this problem make this paper a most valuable one.

Among other articles in this number may be mentioned "The Marriage of Ibrahim Pasha, an Episode at the Court of Sultan Murad III., 1586;" "Some Breton Folk-Songs;" a timely political article, "The Two Programmes of 1892;" continuations of "The Story of a Child," "A New England Boy-hood," and Don Orsino;" the usual book reviews and The Contributors' Club.

THE *World's Columbian Exposition*, illustrated, for October 1st, is of unusual interest to all the citizens of this State. Besides the usual amount of authentic World's Fair information, it has a large and beautiful photogravure of our State Building at the Exposition. This engraving is alone worth much more than the cost of the magazine. It also has similar engravings of three other prominent State Buildings, together with those of the countries Great Britain, Germany and Turkey. This number is the "Dedication Issue," in honor of the Dedictory Exercises to be held October 21st. This mammoth and magnificent issue is an Encyclopædia of information and illustrations of the Exposition. Price 25 cents per copy. Entire issues, from first to last (sixty in all) \$12.00. Send \$1.50 and receive all the copies from July, 1892, to January, 1893 (ten in all.) Address J. B. Campbell, Publisher, 159-161 Adams street, Chicago, Ill.

THE *Home-Maker Magazine* for October, Vol. IX., No. 1, appears as a brand-new magazine from cover to cover. It is much larger and greatly improved in every respect, although the price remains at \$2 a year and 20 cents a copy. The contributors in the October number rank high. Charles Dickens' Works Free,

REMINGTONS

— AT THE —

Columbian Exposition

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in 15 volumes, complete set; also Scott's Waverly Novels in 12 volumes, or George Elliot in 6 volumes, or Webster's Unabridged Dictionary will be sent free to every person (we pay delivery charges to your town) sending a trial subscription for *The Home-Maker Magazine* for one year. Understand, any person will get their choice of either of the above sets, free of charge, by sending \$2 for *The Home-maker Magazine* one year. *The Home-maker* is the ordinary magazine size, and contains each month nearly 100 pages. Its departments are: Literary, Home, Art, Households, Fashions, Topics of the Time, Correspondence and Queries, etc. Address The Home-Maker Company, No. 36 Union Square, New York.

BOOKS.

The first two editions of Mr. Cutting's clever brochure, "A glance at the Difficulties of German Grammar," having been disposed of by private circulation, Thomas Groom & Co., Boston, announce a third edition, to be sold through the regular trade channels.

Vol. XXI. of the International Education Series is before us. Its title is "The Moral Instruction of Children," its Author, the well-known Felix Adler. It begins with, I. The problem of Unsectarian Moral Instruction; II. The Efficient Motives of Good Conduct; III. Opportunities for Moral Training in the Daily School; IV. The Classification of Duties; V. The Moral Outfit of Children on entering School. It outlines a Primary and a Grammar Course. It is full of hints and suggestions along the line of character building. Superintendents and teachers will do well to read it.

Teachers are turning their attention more and more to the importance of preceding the use of a text-book proper in History, by the reading of some elementary work in lower grades. We know of no more charming little work in this line than "The Beginner's American History," by D. H. Montgomery. Printed in large type, filled with illustrations of a striking and most suggestive character. It is really a pictorial story in easy text of the deeds of the men who made our country, interesting to simply look through, fascinating to read, and well adapted as a teaching book, Ginn and Company. See advertisement.

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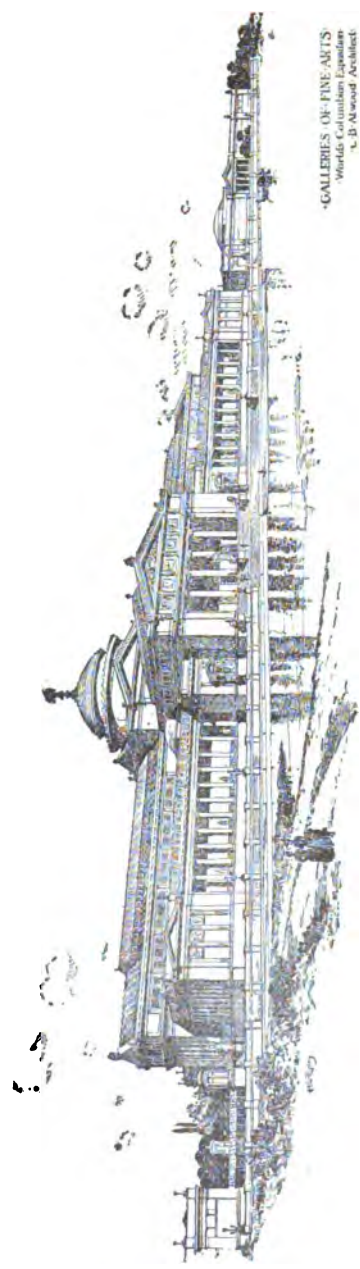
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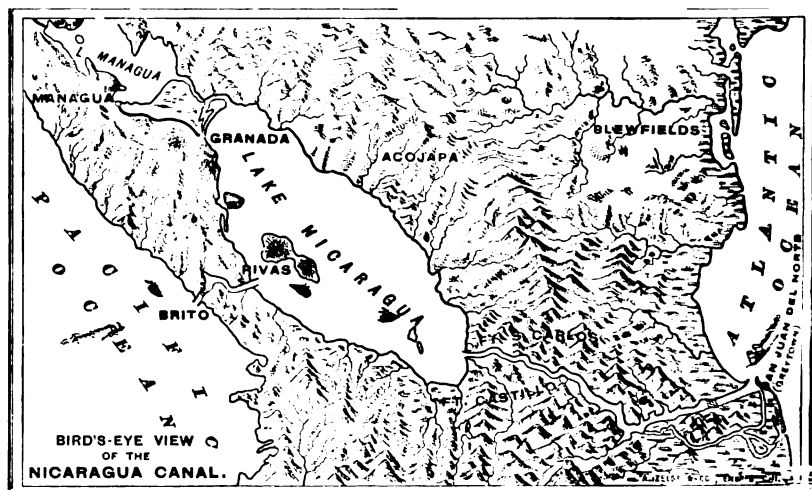
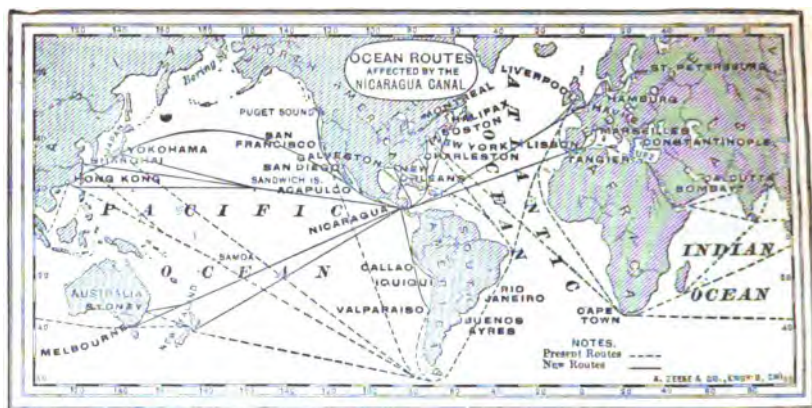
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GALLERIES OF FINE ARTS
Worlds Columbian Exposition
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THE NICARAGUA CANAL.

The committee appointed by the National Nicaragua Canal Convention at its meeting in St. Louis, to prepare an address to the American people giving information as to the feasibility of the Nicaragua canal and its commercial and other advantages to the United States, has just finished the preparation of such address. It takes the position that a canal, joining the Atlantic and Pacific oceans, should be constructed for the most important commercial, strategic and patriotic reasons, and says that the subject of such a canal is the most vital connected with the welfare, growth and prosperity of the United States. It declares that the only feasible route for such a canal is by way of Nicaragua, and points out that the conventions of the two great political parties have endorsed the project.

The committee says the cost, including the payment of interest during the progress of the work, will be less than \$100,000,000, and the time required for the completion of the work is within five years. It is no longer a question whether the canal will be built or not. The only question is as to who shall build it, and who shall control it when built. European syndicates have already made overtures to the canal company, but the committee believes the United States cannot afford by carelessness, hesitation or neglect to permit an enterprise of such magnitude and of such far-reaching advantage to pass under the control of any foreign company. "It therefore behooves us," the address concludes, "as a nation conscious of the power we wield and of the greater influence we may exert upon the destinies of this continent, to perform the duties without delay which we deny other nations the privilege of assuming, and to adopt now the best means of securing the early completion of this work, whose advantages we are willing to share with the world but whose control should never be allowed to pass out of our hands."

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. VIII.

DECEMBER, 1892.

No. 12.

CURRENT EDUCATIONAL THOUGHT.

IF the true spirit of Froebel could be felt by every teacher and parent, during one generation, in this country, the brood of patriots and philanthropists would be increased beyond our comprehension.—
W. E. SHELDON.

THE proper way to examine a child is to teach him a new subject, and observe what activity he can bring to bear. Habit is the reflection of activity, and the kind of activity determines the quality of the habit.—SUPT. A. E. FRYE, San Bernardino.

To the wide-awake primary teacher who is on the lookout for everything that will enlarge her usefulness in the schoolroom I would earnestly recommend that she turn her attention during her spare moments to the study and practice of Kindergarten occupations and gifts.—SUPT. M. M. FRIESNER, Los Angeles.

CULTIVATION of eye power, to train the eye to catch not only one word but the whole line or sentence at a glance, and concentration of thought, to fully grasp the subject, are essential to good reading, either silent or aloud. Oral reading in our schools is not for elocutionary effect, but to convey to the hearer plainly the thoughts of the author as represented on the printed page.—SUPT. EUGENE DEBURN, San Diego, Cal.

THE most instructive and helpful lecture that I could present to a body of young teachers, would be a sketch of the possibilities that lie ahead of us in the way of Professional Training. As I believe that the most of that preparation must consist in the direct study of children, my lecture would be in large part a summary of what has so far been done in the direct study of child psychology, with suggestions as to lines of work that promise most for the future.—PROF. EARL BARNES.

A GREAT deal of the "New Education" consists in putting a boy to chopping "lind wood" with a good sharp ax when he should be at work on hickory, oak, and hard maple. No boy can ever become an experienced and expert axman by continually chopping "lind" (basswood) or "cotton wood." Solid work and where there are some knots always counts. Work is work; play is play. Play-study is a beautiful thing to fool doting parents with, and it also dwarfs the intellects of the children besides. As teachers, let us size up products, and look truth straight in the face. There is no royal road to learning. Strong effort is the price to be paid for success.—J. M. GREENWOOD.

I RECENTLY saw a class of first-year pupils add columns of numbers like accountants, and I pitied the pupils! In one of our large cities, some two years ago, I saw pupils who had been in school *only three months*, write sums of money, using \$ and correctly, and then add the numbers thus written, and again I pitied the pupils! I recently saw pupils between five and six years of age, in school only five months, read twenty or more words written on the blackboard, actually determining, under the teacher's guidance, *and by the application of rules*, the silent letters, the sounds of vowels, indicating the latter by diacritical marks, etc., and I not only pitied the little ones, but felt sorry for the teacher who was faithfully trying the new system. I left the room thankful that I was never put through such a drill in my first reading lessons. Indeed, I was ignorant of several of the rules which this skillful teacher was applying, and *I am glad of it.*—DR. E. E. WHITE.

THE teacher ought to remember that every arithmetical principle needs an extended application. Pupils should be given problems outside of the text-book, but those problems should deal with small figures and with practical conditions. This drill will be to no purpose, unless the pupil is led to see the universality of his rule or principle. The teacher is constantly violating the most important of these maxims "From the concrete to the abstract" by either reversing the order of the statement or by entirely omitting the first part of it. How many of our schools have an arithmetical laboratory? The majority of our teachers would be surprised to see the amount of such apparatus in a German school. If it is unphilosophical to teach Physics and Chemistry without experiments, it is surely unpedagogical to teach numbers, measurement, fractions, interest, and evolution without the least equipment. The modern school needs a supply of suitable apparatus, and the modern teacher should demand it.—DR. J. D. DILLINGHAM, N. J.

GENERAL DEPARTMENT.

Whittier as a Colorist.

BY MARY E. SACKETT, PACIFIC GROVE, CAL.

Among the many good things of the recent Teachers' Institute at Pacific Grove, was a most delightfully suggestive "Outline of Class Study in Snow-bound," given by Miss Green.

One idea, although not advanced in a positive way, was so contrary to previous impressions, that it has since been made a subject of special study. The members of Miss Green's class having been encouraged to gather all explanatory information possible, read somewhere that Whittier was *color blind*, for once the sober quaker wore unknowingly a *green cravat*!

This statement seemed quite plausible from the general colorlessness of the poem, but generalizations formulated from solitary instances are liable to incompleteness, and summer bloom is not usually expected in the midst of a driving snow storm.

Snow-bound opens with what Oscar Wilde might call a symphony in white and gray, as

"Crossed and recrossed the wingéd snow"
while

"Unwarned by any sunset light
The gray day darkened into night."

But

"When the second morning shone,
Around the glistening wonder bent
The blue walls of the firmament."

To one familiar with a New England winter, no intensity of color is comparable to the dazzling, brilliant, scintillating whiteness of freshly fallen snow, crystallized by deepening cold, with over-arching skies of cloudless blue.

In a third picture,

"The moon
Shone at its full; the hill range stood
Transfigured in the silver flood,
Its blown snows dead while, the sombre green
Of hemlocks turned to pitchy black."

This is certainly most exquisitely tinted. Ruskin himself could not ask closer fidelity to nature, or truer poetical imagination.

Then with fingers deft as Rembrandt's own, the poet paints the glowing interior, the figures grouped in the ruddy firelight, the silhouettes on the whitewashed walls, the rude furnished room bursting into *rosy bloom*, and the dancing witch-flames, that seem to frolic outside among the "tall and sheeted ghosts."

Besides these definite, characteristic color studies, which combined, unfold our country's flag, there are numberless suggestions, not the raw pigments thrust upon our notice, but delicate touches, like the sea marshes, the sandy beaches, the violet-sprinkled sod, the hare-bell, and the brier rose.

But that our poet may be accorded his full deserts, let us sit in the shadow of the pines that fringe Lake Winnipiseogee, and with the smile of the Great Spirit upon us, wander over the pages of "Among the Hills."

The lavish fullness of later summer is rivalling "October's holocaust of gold and crimson."

*"Heavy with sunshine droops the golden rod
And the red pennons of the cardinal flower
Hang motionless. Against the neighboring hill
The sheep show white."*

*"And, close on autumn's frost, the vales
Had more than June's fresh greenness."*

*"How through each pass and hollow, streamed
The purpling lights of heaven;
Rivers of gold-mist flowing down
From far celestial fountains."*

*"The maples bending o'er the gate
Their arch of leaves just tinted
With yellow warmth." "The stars
Dropped down their golden plummets,
The pale arc of the northern lights
Rose o'er the mountain summits."*

So on through the richly wrought setting of the poet's vision, gleam precious jewels, rubies, topaz, amethyst, transmuted to living light, the glorified radiance of a spiritual presence.

Careless he might be in the matter of cravats, but most delicately sensitive to Nature's "harmonies of sound, form, color, motion."

Closing the volume, and turning to the magnificent loveliness of landscape, rising in infinite reaches, and mirrored in the clear, blue depths, we recognize the faithful transcript of the pictured page.

Surely, Whittier's "eyes were made for seeing."

An Important Problem.

S. L. O.

What effect will climate have upon education in California?

New England with its rigorous winters has homes where parents and children are compelled by cold to assemble about the firesides. The dullness of the long winters must be relieved by readings, study and social conversation. Education becomes a matter of necessity. The preparation for winter compels coöperation among all the members of the family and produces habits of industry and practical thought.

The Pacific Coast, the land of sunshine and flowers, the land of unsurpassed climate, the land flowing with milk and honey, the land yielding in abundance corn and wine, olives, dates and pomegranates, oranges, citrons and lemons, demands from its people no care for home or shelter, save a roof that may shed the rains of three short months.

Its mild climate that fairly intoxicates the immigrant and brings a sudden glow of health to the cheek of the visiting invalid, fairly begs each citizen to spend his days beneath the shade of the spreading oaks and his nights under the open sky.

Its people, the energetic, the thrifty, the industrious from all lands, have made the Pacific Coast a stirring country whose institutions are far in advance of the world except as influenced by the element of time.

Where is there a school system not yet fifty years old that is superior to ours? Where is there a University not yet thirty years old that surpasses in any respect our State University? Where is there a University not yet two years old that is the peer of the Leland Stanford Junior University? What land excels ours in business enterprise and energy?

This land of climate and productions is fast becoming filled with people. Its numbers will never seriously be diminished by emigration. The time must soon come when the influence of climate and the attractions of nature will have their effect. When the thrifty and energetic of other lands cease coming to us in large numbers and we settle down to follow out our own inclinations, what will be the resultant of these component forces?

Already we discover that we have no homes here. There are a few remaining attempts at home-making that remind us of Whittier's

Snow-bound, but these are, like our adobe houses, remnants of a former time—or, rather, an imported product for which we have a great veneration, but no further use—like an old loom or a grandfather's clock.

There are mothers and fathers here. The mother sets the table and makes the beds. The father pays the bills. Who gives the child his lessons in courtesy or in conduct? The street. Who teaches the children religion? The Sunday school reaches perhaps as many as one-fourth of them, the rest have no respect for religion or authority. Do not parents have a natural love for their children? Yes, indeed. Lay your finger upon one except in love and the parent will fight if necessary. The children have a place to eat and sleep, but no home. They are as free as the cows that feed beside the road, and give as little trouble to their owners.

Such conditions present a question to every earnest educator. What will be the future education that is adapted to California? Our present system is essentially a modification of the eastern school system. Our pupils show a distaste for hard study. The teacher finds himself yielding to the restful climate. What is to be done? An education adapted to a youth in Maine or Massachusetts, is not a necessity to one of our pupils. Indeed, is the time not swiftly approaching when, except below the High School, our pupil will not undertake an education?

It remains, to ask whither are we tending? It is useless to withstand the influences of nature. Can we adapt our education so as to take advantage of these tendencies and, while enjoying our climate, so much like that of Greece and Italy, produce a civilization and a people that shall in no respect resemble that of modern Greece and Rome?

Shall Men Leave the Schools?

[Extract from a paper read by Miss Anna Buckbee, of Harrisburg, Pa., before the Pennsylvania State Teachers' Association. This question is rapidly pressing to the front.—ED.]

The third and perhaps best means of testing the value of the teaching done by men and women, is by a comparison of methods. Here will be found the chief difference in their work. This difference is exceedingly difficult to analyze and express in exact language.

Dr. Harris says: "That the training given by a woman is more like that of the family and less like that of the state. Also that the

young should have the personal influence of both sexes as teachers. As a class, women are apt to be minute and exacting, and this may take the form of petulance in manner and precision in methods. Men as a class are more apt to teach their pupils to discriminate in regard to principles and essentials. This tendency often degenerates into a carelessness in discipline and instruction which permits the neglect of details that are of great importance."

Although there are numerous exceptions to what the Doctor says, yet it is on the whole, I think, a fair estimate. Observe that he says "the young should have the personal influence of both men and women as teachers." There, I believe, is the gist of the whole matter. The personal influence of men differs from that of women, not by reason of what they *know*, but because of what they *are*; and the effect of this influence reaches far deeper than the neglect or exaggeration of details—it goes to the foundation of the social and moral training. Character is builded largely upon ideals. Therefore it is the duty of the teacher to give his pupils both by example and direct teaching the highest ideals of character. In this respect the work of the man will be somewhat different from that of the woman.

To many pupils the teacher furnishes their highest ideal of character. Since this is true, it is essential that boys in the higher grades, have for their teacher, at some time, a man who, because he has been a boy, can sympathize with and encourage them; a man who can show them how to be brave and active without being brutal, how to be gentle without being effeminate, and who by his daily life exemplifies all that is meant by true manhood. A girl needs the constant influence and example of a woman who can understand and advise her, who can make attractive the grand possibilities of a woman's life, and stimulate her to strive for their attainment. She needs a teacher who will show her how, not only to be useful and beautiful, but to be brave and true,—to *do* as well as to endure.

But it is not enough that boys should be taught by the best men, and girls by the best women. Boys are benefited by the society of a refined and educated woman. They become more gentle and considerate, their whole nature is elevated. Besides, they learn to respect woman for her intellectual ability as well as for her moral worth; consequently they will unconsciously demand higher attainments from the women with whom they associate. It is quite as desirable that girls, in the formative period of their lives, should have as their teacher a man wise and thoughtful, who will not fear to speak plain truths, and

who will furnish what every girl needs, a correct standard by which she may judge men. Whenever one sex resolutely maintains a high standard of thought and action for the other, that other tries to live up to such standard.

I hold that both men and women are needed in the school simply because both are in the home. Since God has placed boys and girls in the same family to be reared and trained by a father and mother, it seems eminently proper that in the school, which is an extension of the home, both men and women should teach.

In the home, in order to secure the best conditions for the child, both father and mother should be wise, loving and just. The right instructions and good example of both are indispensable. And while the method of the one may differ from that of the other, it does not follow that either is superior. Each is the complement of the other, and where one parent exerts a stronger and better influence than the other, it is due not to sex but to the individual. The earnest, patient mother does far more for the welfare of the family than the indifferent or dissipated father, while the devoted, judicial father must sometimes do far more for the child than can be done by the selfish or ignorant mother.

So in the schools the pupils should be trained by capable men and women, and here as in the home wisdom and conscientiousness are far more important than sex. The inefficient and indolent man is inferior to the accomplished, enthusiastic woman, and the frivolous, insincere woman can never be the peer of the grand and gracious man. In the last analysis it is always the character of the individual, and not the sex, that makes the good teacher. So we may conclude that in an ideal system of education an approximately equal number of men and women teachers would be employed. Perhaps there will always be a somewhat greater number of women, because of their special fitness for primary work.

It is true that the best teachers for boys and girls are both male and female, yet the efficiency and power of a teacher are not determined by sex. The best teacher is the one with the strongest intellect, the best trained will, the purest heart, the most thorough preparation, the highest ideals, the most patience, tact, and skill, the greatest love for humanity, and the sincerest consecration to the work. None of these qualities are attributes of sex; they belong to the individual, and those teachers who possess them are the ones needed to lift our schools to higher levels, and enable this grand nation of ours to fulfill her manifest destiny.

Woman, as Teacher in the Primary School.

AGNES M. MANNING, SAN FRANCISCO, CAL.

Of all the progress that has marked the growth of modern education, there has been none more pronounced than that of woman as teachers in the Primary School.

It has not been without many a struggle, that the ignorance and stupidity that assigned the first development of children to the uneducated and incompetent, have been in a measure set aside. I say in a measure, because all over the land are still to be found men with authority in educational matters, who believe that any kind-hearted women, with a little superficial knowledge, will do very well for a primary school.

A little over a hundred years ago, woman first made her appearance in an American school-room. She presented herself in humble enough guise. We can see her, tall and angular, with that determination in her heart that leads on into new enterprises.

Armed with a large square, child-astonishing pasteboard, on which was printed the alphabet in bold characters, she commenced with a, and promoted her pupil only when he knew all to z.

Then, he went into that epitome of antiquity, the spelling book. He followed a stereotyped course of Ba's and Be's until he came to the double barred pages. Here he was as far as his teacher's erudition could go. He had either to leave for a man's school, or flounder along as he best could with no help from his instructor.

Nor was this good dame at all to blame for her narrow attainments. In her age, women, by common consent, were denied everything in the shape of a systematic education. She was taught precisely what she was taught in the days of Penelope. A great deal of fine sewing, how to spin, to weave, to embroider. If she was rich, she might wear her eyes out stitching tapestry, with which to cover the walls, or a little music and dancing was added, and called "accomplishments." If she was poor, she was simply a domestic drudge, with neither rest nor recreation provided for her this side of the grave. If she could read her Bible she was fully qualified to teach children. What wonder that she was often ignorant, opinionated, and set as a flint against all progress, even her own.

Yet, because she was born to be the natural teacher, and of the great love for children that God has wisely—for the benefit of the hu-

man race—put into the hearts of women, she held her own. Knowing her poor qualifications for her work, with true heroism she determined to improve them.

In 1828, Boston had no High School for girls, and Boston, then as now, was well in the van of educational matters. It is worthy of note that at the time when no secondary school was open to women in the modern Athens, she had six sewing schools in full blast. Especially worthy of note is this fact at a time when there are so many who are trying to make us believe that sewing in the class-room is a modern improvement.

For six thousand years women sewed, spun, and performed all the work that our later days have divided into the trades of the baker, the brewer, the chandler, the dress-maker, tailor, milliner and many others. Yet, was she verily nothing but a slave of the lamp. It was not until the spinning Jenny, the sewing and knitting machines were discovered, that she emerged from her position of domestic servitude and put her foot on the teacher's rostrum. Slowly the doors of the school-room opened to women either as pupil or teacher. Once in, however, she soon proved her God-given right to the premises.

From the old dame school she rose to a place of assistant. She did her work so well and was so cheap that she came rapidly to be employed in poor or economical neighborhoods. With her the important step was to break down prejudice and secure employment. Time and civilization would do the rest. Meantime she became ambitious to improve herself. She forced her way into the high schools. For a long time she could reach no farther. Nevertheless, she pursued the higher education, without a college, often without a professor. In the solitude of her own room she prepared herself, with the help of books, for higher teaching, and the preparation made, she found the work.

About the middle of this century the primary school was consigned to the care of women. In it she attained her first principalship, and it is here that her advance along the path of enlightenment can best be traced.

We, women, teachers of to-day, can hardly realize the obstacles that our noble predecessors met and overcame. We live in an age when Dr. Harris, Chief of the Bureau of Education, in Washington, says in his recent report that "the higher education of the women acts powerfully to reinforce the education of the children in the following generations." Not only has America and England opened College

courses to women, but the whole world seems starting from its long trance of barbarous injustice to one-half of its human population. In France every teacher in public or private schools must have a diploma. Young ladies receive the most thorough education, and on graduating from their convents go through the same examination as young men. These examinations are held in Paris and the principal cities.

From Mr. Harris's report, we learn that Sweden has for twenty years opened its universities to women. Finland has since 1883 adopted co-education in many of its schools. Italy has for years had notable women connected with its university life. Switzerland, in the governmental council of Zurich, has decided that no distinction can be made between men and women in university privileges. In Russia, where as might be expected, great opposition to the higher education of women has been developed, new decrees now permit them to study medicine.

The path of the women in her primary school has never been an easy one. The institution over which she was allowed to preside was considered, until of very recent date, of less importance than the grammar school. It was the field where school trustees, Superintendents with fads, and grammar masters with usurped authority, made their experiments.

It is a common thing now to find in the courses of study for high schools, subjects that a few years ago were being drilled into children in their earlier years.

All the best educators are agreed that the most important step in the education of a child is that which is taken first. Nevertheless, we still see in our large cities the primary looked upon as a mere feeder or adjunct to the grammar. There should be no such distinction. Every child should be left to grow in peace in the school of its neighborhood until it is ready for the high school. Then would be avoided the periodical uprooting of the tender young human plants, that are rudely and unwillingly transplanted to a new if not uncongenial soil. Then would stop this wholesale leaving of the lower grammar grades on every pretext, which results in the children of the poor never receiving anything higher than a primary education. Had they been let alone where they were happy in their surroundings endeared to them from the associations of childhood, they would at least have gone through the highest grammar grades, and thus been far better equipped for their battle with life.

Primary principals who know the truth of this, have been afraid

to advocate it, lest they should find that men would take their places when their salaries were equal.

I would say to them, fearlessly advocate what you know to be best for the child. Trust to the civilization and justice of your age. The days of ignorance and barbarism are, thank heaven! over for women. Equity demands that no position in the schools shall be closed to her. There is nothing surer than she will attain the highest.

A Competent Teacher.

The London *Times* once contained an advertisement for an assistant "capable of teaching the classics as far as Homer and Virgil." Among the answers received was this delightful specimen: "Sir—With reference to the advertisement which was inserted in The *Times* newspaper a few days since respecting a school assistant, I beg to state that I should be happy to fill that situation; but as most of my friends reside in London, and not knowing how far Homer and Virgil is from town, I beg to state that I should not like to engage to teach the classics farther than Hammersmith or Turnham Green, or at the very utmost distance farther than Brentford. Awaiting your reply, I am sir, etc."

In the Old Log School House.

There they stood like young globe batters, with no salary enriched,
Waiting for the words momentous that the dextrous teacher pitched.
And he hurled the first one at them, like a nicely twisted ball,
While the catcher just behind them was the horny-handed wall;
The first boy struck and missed it, and his face was deeply vexed,
As the teacher scowled a cyclone, and vociferated "next."
Then the fair-haired maiden tried it with some sympathetic aid,
And avoiding certain blunders that her predecessors made;
But she happened, too, to wander from the autographic text,
And the teacher smiled in pity as he softly murmured "next."
Then a crossed-eyed boy struck at it, who to this day spells by ear,
And a red-haired girl attacked it, with her pale eyes full of fear,
And the words flew on, till one boy, very ignorant but sharp-eyed,
Spelled it by the only method that had not as yet been tried,
Then the teacher smiled approval, and with satisfaction said,
"That is right, my studious scholar, you may go up to the head."—*Carleton.*

METHODS AND AIDS.

A Lesson on Seas.

BY CHARLOTTE A. POWELL.

"Today I am going to send some of you on voyages of discovery. John may take an Arctic journey and visit the White Sea. James may go overland to the Caspian. Peter, who has told us so well how to go by water to the Black Sea, may now go there himself and tell us what he sees. Henry is interested in islands, so he may go to the Archipelago. Philip is of a poetical turn of mind, so he may sail "under the blue sky of Italy" and tell us of his adventures in the Adriatic. Charles may visit the Irish Sea, Frank the North Sea, and William the Baltic."

This is a review lesson and the reading and recitations previous to this, furnish the material for the compositions to be written. After a reasonable time, the pupil read as follows:

John.—After a long, dangerous journey among the icebergs of the Arctic, we have at last reached our destination and are entering the White Sea. It is June, so, after a short sail to the south, past great sheets of floating ice, a wide expanse of bright, blue sea is reached. Huge piles of foot-ice rise in places to a height of twenty or thirty feet.

The land is still wrapped in snow, the white fields stretching as far as the eye can reach. We know now why this is called the White Sea.

Everywhere we see the clear blue water, with the bright sunlight glistening on the waves, making a picture which we will long remember.

But we are not the only voyagers in these northern waters. We have met a number of large whaling vessels manned by sturdy seamen, who are attracted to these cold regions by the abundance of whale found here. We have not yet been fortunate enough to see any, but the number of brown heads which we have seen above the water, indicates that seals, at least, are not scarce.

The weather continues bright, and every day brings new wonders. Now it is a beautiful mass of ice painted by the sunlight with all the colors of the rainbow. Again we see piles of snow heaped in fantastic shapes, many looking, at this distance, like muffled figures.

But we have a long voyage before us, which must be accomplished before the long, Arctic summer is over, so we prepare with regret to leave the place where we have spent some of the pleasantest hours we have ever known.

James.—In the meantime, our party has gone, as directed, to Astrakhan, and we have begun our tour of the Caspian.

The shores are low and sandy and the action of the water causes the movement of sand from place to place, building up sand-bars and removing them with great rapidity. The water is so shallow for miles from the shore that we have to keep far out to sea. The shipping consists of a number of flat-bottomed, odd-looking vessels, many of them manned by still more odd-looking Asiatics. Trade does not seem to be very brisk, for they are sailing leisurely from place to place. A few fishing vessels are also seen.

Peter.—From the Atlantic Ocean, through the Strait of Gibraltar, Mediterranean Sea, Strait of Bosphorus, Sea of Marmora, Strait of Dardanelles, and we find ourselves in the Black Sea.

The long, low outline of the shore is relieved by hills of considerable height, seen in the distance. The land is covered with a plentiful vegetation, and the sea with vessels of all descriptions, loaded with exports from Odessa and other cities.

But while we are looking around, the scene undergoes a rapid change. Enormous dark clouds cover the sky; the rain commences to fall in torrents; the sea looks like a whirlpool; and when we look at the water which reflects the inky color of the darkened sky, we think that this is indeed a "Black Sea." It is, for the most part, shallow, and free from sand-bars and rocks, so, anchoring our ship, we are comparatively safe till the storm subsides.

This is only one of the many terrible storms encountered in our journey on this sea. The tide is scarcely perceptible; but when the north-east wind sweeps down the great plain, helping in its course the current of the water towards the Mediterranean, it sends it through the straits with such violence that vessels are often kept waiting outside for months before they have a chance to enter the Bosphorus.

Addendum.—These are sufficient to show the mode of treating such subjects. The imagination is freely used, but the statements must be geographically correct. The children often use words and expressions such as are not heard in their ordinary language, and this is owing to the fact that they have, without by any means committing

the text to memory, adopted expressions found in their reading. If this is done intelligently and not carried too far, it does not detract from the educational value of this exercise.—*Popular Educator*.

Primary Reading.

SOME WAYS OF VARYING THE EXERCISE.

Young children are more easily interested if frequent changes are made in the kind of work that they are asked to do. During the first term's work in reading much drill must be given on the same sentences, and in order to keep the children interested many devices are necessary to vary the work without introducing too many new words. The following are a few of the ways of doing this, which have been used successfully. Perhaps some of the younger teachers, who are working in primary grades, may here find a few helpful hints:

We will suppose that the first written sentence taught the children is, "I see a top." That would naturally be written with white crayon entirely. Write it again, using red crayon for the word top. Then the child will read, "I see a red top," though the word red need not be introduced. A little drill may be needed to secure the proper inflection on the word red. Again the sentence may be written, using yellow crayon for the word top, and so on, until the different colors of crayon in your possession have all been used. If you are skillful enough to prevent the little ones from seeing the color which you intend to use as you write the sentence, they will be greatly interested and eager to tell what the color of the top in each instance is.

Drill on the first part of the sentence, "I see'a," can be given by writing the sentence quickly and using the picture of some common object, as a flag, a cup, a ladder, a chair or a table, in place of the last word in the sentence.

In this exercise the colored crayon may of course be used to as great advantage as in the preceding one.

Children as a rule like to mark on the board with crayon. Use this fact to aid you in keeping up their interest. After you have written several sentences let them go to the board in turns and draw a line, with white or colored crayon, through the sentence which they prefer to tell. After the line is finished let them face you and tell the story which they marked. Another way similar to the last mentioned is to

let each child in turn act as teacher and draw a line through a story quickly and call upon some other member of the class to tell the story.

Let a child pass to the board and draw the index quickly through the sentence which he prefers to read and then let him tell the story holding the index at his side.

Or let one of the children draw the index through a story and, holding the index at his side, call upon another member of the class to read the story.

Children like to erase work from the board. This fact may be used to great advantage in primary reading. Let one of the children pass to the board and erase the story which he prefers to tell. Then, facing you, let him tell the story which he has erased. Or, as in the preceding cases, let him erase the story and then call upon another member of the class to tell it.

The teacher may herself erase a story quickly and call upon that boy whose eyes are so apt to wander over the room during the recitation to tell what has been erased. She may point quickly to a sentence, that is, run the index quickly through it or under it, and then call upon a child to tell the story to which she pointed.

She may draw a line through the story and call upon a child to tell the story thus indicated. Of course the teacher can work more rapidly than the children, and for that reason it is sometimes best for her to do this part of the work. But the little ones like to act, they like work that will keep their hands as well as their minds busy, and so when interest can be excited in no other way, it is often best to devise some means of letting them use their hands, making sure that their minds will be actively employed at the same time.

Of course all this work must be done quickly and brightly. There should be no halting or stupidity on the part of teacher or pupil, for just as sure as the work is done slowly and uninterestingly, the reading will be slow and uninteresting.

Do not confine yourself to any one way of interesting the children during any recitation. Often time will be found to use all the ways here mentioned during one class hour, and several of them may be used profitably during every recitation for the first few months in reading.

When the time is reached for the children to commence to distinguish words, the same methods may be used as have been given for the reading of sentences. That is, children may cross out the word to be told, using white, or colored crayon, and then tell it themselves or call upon another child to tell; they may erase the word or point to

it, one child may call upon another to find a certain word, or the ~~teacher~~ may use any of the given methods herself.

The sentences which the children have already learned from the board may be written upon card-board and used in review. If pictures are used in the sentences written upon the card-board, the pictures may be made with inks of different colors.

One teacher wrote some such sentences with red ink, and some with black, and allowed the little ones to choose the cards from which they preferred to read. Strangely enough everyone chose a card on which the stories were written in red.

Each teacher may find many ways of helping herself in her work by observing the natural tendencies of the children's minds and then using the knowledge she gains in this way to aid her in accomplishing the results she seeks.—CATHERINE A. TIERNEY in *Popular Educator*.

Perception.

STUDY ON A CHILD LESS THAN SIX YEARS OLD.

Gain the confidence of a child and have him tell you some things that you can write down on a paper. If you have two children together they will generally work better. It will then be best to confine the examination to one of them, using the other as a foil, making up special questions for him and noting his answers on a special sheet. Let the child feel that it is a sort of play and he will generally respond freely.

Ask him "what is a horse?" and write down just what he says. If it be one word or a hundred, on no account change a word that he says. Accept just what he gives freely, and pass on to the next word. Sometimes change the form of the question, as "what do you mean by horse?" Do not ask any specific questions as, "what does a horse eat?" "What is a horse good for?" etc.

Give the child's definitions of the following words:

Knife, bread, doll, water, armchair, hat, garden, piece of sugar, thread, horse, table, mamma, potatoes, bottle, flower, snail, handkerchief, lamp, bird, dog, carriage, pencil, earthworm, shoes, mouth clock, house, wolf, omnibus, balloon, village, box, finger.

STUDY ON THE ABOVE.

Ask an adult, who is totally ignorant of your purpose, some of the same questions and note difference between his answers and those given by the children.

How do the children's answers differ from those given in a dictionary?

What qualities do you find running through all the children's answers?

It would be of interest to repeat the study every six months, noting the gradual change. — *Adapted from Perception L'enfant, par Alfred Binet, in Revue Philosophique, Decembre, 1890.*

Department of Education,
Leland Stanford Junior University.

Solution of Problem No. 57, Page 261, California State Arithmetic.

Let 100 per cent. equal sum of all the payments; then 20 per cent. would equal one payment, and also amount due at end of 4th year. \$1.10 is amount of \$1.00 for one year at 10 per cent.

From these data we trace backward the successive steps of the problem, as follows:

1.10	.20	-	5th payment and also amount due at end of 4th year.
	.181818181	-	Principal at beginning of 4th year.
	.20	-	4th payment, made at end of 3rd year.
1.10	.381818181	-	Amount at end of 3rd year.
	.34710743	=	Principal at beginning of 3rd year.
	.20	=	3rd payment, made at end of 2nd year.
1.10	.54710743	=	Amount at end of 2nd year.
	.4973703	=	Principal at beginning of 2nd year.
	.20	=	2nd payment, made at end of 1st year.
1.10	.6973703	=	Amount at end of 1st year.
	.633973	=	Principal at beginning of 1st year, after 1st pay't made.
	.20	=	1st payment, made at beginning of 1st year.
	.833973	=	Amount before any payment has been made, or \$5000.
$\$5000 \div 833973 = \$5995.40 = 100 \text{ per cent., or sum of all the payments.}$			
$\$5995.40 \div 5 \text{ (No. of payments.)} = 1199.08. \text{ Answer.}$			

Solution by Albert Norris, Principal Colfax Grammar School, Colfax, Placer County, California.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Promotions.

PROGRESSIVE, BUT NOT RADICAL, PHILADELPHIA.

The Philadelphia *Public Ledger* says: Superintendent of Schools, Dr. Edward Brooks presented at yesterday's meeting of the Board of Education, a proposition which he has long contemplated, to do away with examinations of pupils in the schools. The present scheme rests simply with the omission of the January examination in certain grades. Dr. Brooks's report was as follows:

It has been the custom to hold a January examination of all the grades of the public schools in order to make promotions to the next higher grades. This custom, in my judgment, is not for the best interests of the schools. It not only wastes time and mental energy, but interferes for several weeks with good teaching and the progress and proper development of the pupils. This is due to the fact that in view of the examination special drill is given upon examination work, which, in the nature of things, is largely a process of cramming.

It is, therefore, desirable, in my opinion, to omit the January examination, and to permit the promotion to be made on the judgment of the principal of the school and the teacher of the class. There is one objection to making this general, however, which is, the existence of primary and secondary schools not connected with schools of the next higher grades. In such cases it is impossible to secure the united judgment of the teacher of the grade promoted and the principal of the school to which the promotion is made. It would seem necessary, therefore, in such cases to continue the custom previously adopted.

In view of these considerations I would respectfully recommend that the Superintendent be authorized by the Board to adopt the following regulations in respect to the January promotions in 1893:

1. Only pupils of fourth and eighth grades in schools promoting to other schools shall be examined upon questions prepared by the Superintendent.

- 2 All pupils of fourth and eighth grades not promoting to other schools and the pupils of all other grades in every school shall be pro-

moted upon the judgment of the principal or the supervising principal in connection with that of the class teacher; provided that:

In special cases, in which there may be reasonable doubt regarding the qualifications of a pupil for promotion, such qualifications may be tested by an examination of the pupil upon suitable questions, prepared by the principal of the school, who shall forward to the Superintendent the questions submitted and the results obtained.

3. Principals of schools in which pupils of fourth and eighth grades are examined for promotion to other schools will report the results of such examinations on blanks, as heretofore.

All promotions made upon the judgment of the principal and the class teacher shall be reported to the Superintendent on blanks to be furnished for the purpose.

4. All pupils in B classes of grammar grades shall be advanced to a class of the same grade, continuing, whenever possible, under the charge of the same teacher.

5. It is suggested that principals and the supervising principals take special pains to make themselves familiar with the work of their lower grades to aid them in forming their judgment of the qualification of pupils for promotion.

6. Whenever the promotion made under this system shall not be satisfactory to the Superintendent, he shall make such investigation in each case as will enable him to effect whatever change his judgment may suggest as necessary in the interests of the public and the schools concerned.

This departure from the previous practice of the department is in entire accordance with the rules of the Board and will require no new legislation in order to give it the sanction of the Board. The changes suggested are in the spirit of the most progressive educational sentiment of the country.

A Practical Solution.

Under this caption the *Educational Voice* says: Our graded school system has done much to bring harmony and order out of chaos, but it has reached a point where it will be likely to take a step backward, if we may be permitted to so express it.

In the development of the graded school system for our city schools too much stress has been laid upon machine methods. That elasticity which permitted the highest development of each individual

mind was changed into a rigid working force that aims to produce like results for all in a given time. This fixed and rigid feature of the graded schools has been its greatest weakness, and we believe our best educators are awaking to the necessity of a closer and more frequent classification that will permit the individual talents of the pupil to be developed naturally and healthfully. We believe it is practicable to form classes every six weeks so as to give the bright pupil an opportunity to push forward and not be retarded by his less brilliant classmates. This will also be a boon to the duller pupils, for it will permit frequent repetition, the means by which the mind of the dull can be most readily reached.

We are glad to present in this issue an article under the above heading taken from the American Journal of Education and National Educator, showing what has been accomplished in this line by the public schools of St. Louis:

"This is a practice

As full of labor as a wise man's art."—*Shak.*

"Now that our more than four hundred thousand teachers in the United States are to take up their work again in the Schools, we are glad to be able to help those who are stumbling over this problem of 'grades' in our school system, to the easy and practical manner by which this difficult problem of promotion which has been in vogue in our St. Louis schools for years past, was solved by Dr. William T. Harris, while Superintendent of Schools.

"In St. Louis there is no attempt to bring all classes within the same grade to *one standard* of advancement, so that, at a certain time, all pupils within a given grade shall have arrived at just the same point in a study.

"At all times there are new classes just beginning the work of a grade, or year's work, in some one of our schools.

"The classes are not separated by intervals of one year in their work, but by irregular intervals varying from six weeks to twenty. It is considered desirable to have these intervals *small*, so that reclassification may be more easily managed.

"Pupils who fall behind their class for any reason (such as absence, lack of physical strength or mental ability) may be reclassified with the next lower class without falling back a year, and thus becoming discouraged.

"Pupils who are unusually bright or mature, may be promoted to the class above, or form new classes with the slower pupils of the class above, who need to review their work.

"Thus it happens that in a district school there is a continual process going on, the elements of which are as follows:

"(1) The older and more advanced pupils are leaving school for business or other causes. This depletes the classes of the most skillful and best paid teachers, who are usually placed in charge of the most advanced pupils.

"Again, there is at all times of the year an influx, into the lower grades, of pupils who have just completed their sixth or seventh year, and are now anxious to begin their school career.

"Thus the pupils in the primary rooms of our schools tend continually to be overcrowded.

"(2) To correct this continued tendency which overcrowds the rooms of the least skillful and poorest paid teachers, and gives small quotas of pupils to the most skillful and best paid teachers, from time to time (usually once in ten weeks but oftener in some schools,) each class is sifted, and its most promising pupils united with what remains of the next higher class: (*i. e.*, with the not-promising portion of it—those who, for absence or dull intellect, or weak will, fail to keep up with the best.)

"(3) To make room for this transfer a portion of the highest class is sent to the branch high schools.

"(4) The number changed from class to class is usually small. The disturbance in classes is very slight compared with the advantages gained by the teacher in being relieved of the necessity to drive the laggards, and drill and cram them to make them keep up with the average of the class.

"The teacher was once obliged to spend most of her time upon the dull ones in the useless endeavor to force them to make up lost time, or to equal the strides of the more mature, more regular, or more brilliantly gifted pupils, and, of course, these latter pupils lost proportionately, and the net result of the process was to overwork the incompetent, and to hold back the competent ones.

"The teacher, in the vain effort to hold together the extremes of her class, separating more widely every day till the end of the year, became cross and petulant, and sank continually into the abyss of drill-machine pedagogy.

"Under our present system we can make room when needed in the lower grades, and fill up the classes of our skillful and high-priced teachers."

●

County Institutes.

NAPA.—The Napa County Teachers' Institute was held at Napa, October 26, 27, 28. The day sessions were held in the Central school building.

Professors Earl Barnes, of Stanford University, Elmer E. Brown, of the University of California, and C. W. Childs, of the State Normal at San Jose, were present and gave practical talks on various subjects. Prof. Barnes discussed "History of Teaching," "Manner of Teaching Spelling," "The Way the World appears to Children," "Supt. Greenwood's Study of Kansas City Children" and "Teaching History by Use of Illustrated Leaflets."

Prof. Childs talked on "The Relation of the Normal to Public Schools and Public School Teachers," "Arithmetic" and miscellaneous subjects.

Prof. Brown told "How to Cultivate Attention," and on Thursday evening, at the Masonic Temple, gave an instructive and interesting lecture, taking for his subject, "The True End of Education." It was a scholarly address, ably handled.

All the exercises of the institute were interspersed with music and recitations by local talent.

On Wednesday evening a delightful reception was held at the Masonic Hall and was one of the pleasantest affairs in the history of Napa Institutes. A short program was rendered after which sociability claimed the evening.

A prominent feature of the institute was the excellent exhibit of school work from the different districts. Last year the progressive and earnest Superintendent, Miss Anna E. Dixon, inaugurated the custom of making an exhibit of school work, and, judging from the quantity and very commendable quality of work exhibited, it is a decided success. It shows that Napa teachers and schools are enterprising and well up to the standard of excellence. Nearly all branches of study were represented, from "It is a cat," to original propositions in solid geometry. The exhibit also proved a very interesting feature to the many visitors that always honor Napa institutes.

County Superintendent, Miss Dixon, is to be congratulated on the success of the institute, which illustrates, as do all her undertakings, an excellent faculty of executive ability.—C.

MARIPOSA.—Met in the Court House, Oct. 26–28. No full report received. State Superintendent Anderson, who was present,

states that he enjoyed it. A discussion of subjects taught occupied the sessions in the main. Ample time was allowed for general discussions. "Opening and Closing Exercises in our Schools," was an interesting topic discussed by the entire institute. Superintendent Anderson delivered an evening address, subject: "Think on These Things."

COLUSA.—Oct. 31, Nov. 1-4 in Methodist Church. Officers.—Vice-presidents, J. E. Hayman, A. N. Thompson; Secretaries, W. H. Reardon, M. M. Phelps; Conductor, Will S. Monroe. There were no day sessions on Monday, but in the evening a social reunion was held at the home of the Superintendent, at which short addresses were made by Principal Childs of the San Jose Normal and Superintendent Coffey of Sutter County. There was a full program during the week. Professor Childs spoke on "the Essentials in a Course of Study," "Essentials in History and Geography" and "California's World's Fair Educational Exhibit;" Mr. Monroe on "Temperament in Education," "Geography," "The Recitation," "The Study of English" and "What Teachers should Read;" President Henslee, of Pierce Christian College, on "Errors in Management," "Errors in Discipline;" Lucy M. Washburn on "Physiology Teaching," "Zoölogy." Lillian Berger, W. L. Gay, W. H. Baker, W. D. Townsend, F. A. Bennett, George F. Myrick and Mattie Lee introduced subjects.

The evening lectures were by Miss Washburn on "The School that is Teaching the Nation;" Mr. Monroe, "With Whom to Keep Company." C. B. Newton, of Pierce College, added very materially to the pleasure of the institute by generous contributions in the way of charming recitations.

SUTTER.—Yuba City. Oct. 26-28. Institute met in the Court room, as the school building was undergoing extensive repairs. Officers: Vice-presidents, G. L. Douglas and J. G. Beatty; Secretaries, M. T. Britain and Laura B. Everett; Conductor, P. M. Fisher. Methods of teaching all the subjects of the course were thoroughly discussed. The conductor gave three talks on School Organization and Management, one on The World's Fair Educational Exhibit, and an evening address on "The Power of an Idea." Point and direction were given to the discussions by carefully prepared outlines printed on the program. Appropriate exercises memorial of the lives of R. S. Fortna and Miss Alice V. Paine, teachers who had died during the year, were held on the second day. On the last evening a social reunion was

held in the parlors of the home of Mr. and Mrs. Phipps. Superintendent Coffee was in charge, which was a sufficient guarantee of a delightful evening; although many good things were said, the speech of the evening was given by Miss Mary Gafney in response to the toast "Man."

SOLANO.—Oct. 11-13 in Odd Fellows Hall, Vallejo. P. M. Fisher and Miss Maggie Schallenberger, Instructors. Mr. Fisher gave three addresses on School Organization and Management, one on the World's Fair Educational Exhibit and participated in the discussions of topics presented by the teachers. Miss Schallenberger gave delightful talks on Primary Reading and Sand and Clay Modeling, and read a delightful paper on "Believe in the Boys without a 'But.'" Superintendent Webster contented himself with a careful attention to the many little details of management attendant upon an institute. Mr. Gardner gave a clear exposition of the Ellis system of book-keeping, and Miss Garretson read an interesting paper on some German Schools which she personally inspected. Mr. George Russell read a strong paper on High Schools.

The reception given in Samoset Hall by the Vallejo teachers was in everyway enjoyable. Editor Harrier of the *Vallejo Chronicle* presided, which was of itself sufficient to put everyone in a good humor. His opening address provoked half a dozen humorous speeches, the best of which was by Miss S. who in reply to the taunt that the squaw leaves her pestles and threatens to drive the warrior from the chase, said, "She finds she must do it, for the warrior sits by the council fire and brings no corn to the wigwam."

PLACER.—Held in the school house Nov. 15-18. Instructors and lecturers, Hon. J. W. Anderson and P. M. Fisher. Opened with a discussion of School Exhibits at the World's Fair, introduced by Mr. Fisher. A committee was appointed to take charge of the matter for the county. The sessions opened with quotations from Whittier and Tennyson. One-half day was devoted to section work, J. S. Hunter presiding over the grammar section, Mrs. B. Cromwell over the primary section. In addition to the usual discussion of branches taught, especial attention was paid to "Applications of Arithmetic in Daily Life," "Map Drawing and Relief Maps," "The Scope of Civics in the Schools" and "The Teacher's Library;" representatives of the local W. C. T. U. were given an hour to present the claims of their cause. The fact was elicited that the teachers of the county are doing faith-

ful work in this direction. One afternoon was devoted to a discussion of the writings and character of Tennyson, followed by an address on the study of literature in the public schools.

Friday forenoon was spent mainly in a discussion of the Course of Study, every motion to amend being promptly tabled against the silent protest of a small, but earnest minority. An interesting feature was a secret ballot to ascertain what subjects enumerated in sections 1665 and 1666 of the school law should be stricken out. Out of sixty-four votes cast, thirty-two desired no change; twenty-three objected to entomology; a half-dozen called for rote singing only; one ballot read "reading, writing, arithmetic."

Superintendent Anderson delivered an evening address in the Opera House. P. M. Fisher spoke the following evening in the M. E. Church. Supt. Seavey gave a strong, practical talk on phases of school work. Teachers' reunion, Thursday evening, in the Putnam House.

GLENN.—November 21-23. Day sessions in the Christian Church, evening sessions in the Baptist Church. In addition to the regular committees there were two others: On Display, Miss Grace Bickford, Chairman; On Local Institutes, C. H. Camper, Chairman.

President Henslee, of Pierce College and, Prof. W. H. Baker did the major part of the work not assigned to the regular corps of teachers. The former presented "Pedagogics" and "Higher Education;" the latter "Literature" and the "State Advanced Arithmetic." Karl Heinrich, known to the readers of the JOURNAL, contributed instrumental music to the program, and Ruth Mason, known to the JOURNAL and to the *New England Journal of Education*, spoke on "History" and read a paper on "Institutes." Local talent enriched the evening programs with music and recitation. Rev. Russell gave an evening address on "The Teacher's Vocation."

YOLO.—Nov. 21-23 in the Christian Church. A well-arranged program. Each subject was presented by three or four teachers, so that all points were touched.

We quote some of them: "School Exhibits for the World's Fair," opened by Lulu Shelton; "Examinations and Promotions," Sophia Boggs; "A Comparison of the Public Schools of To-day with those of the Past," opened by our old friend, C. V. Osborne; "Essentials in a Course of Study," S. C. Miller; "How much Technical Grammar?"

Clara March; "The School Library, How to Induce Pupils to use it, How to Invest the Fund," Robert A. Lee.

Superintendent Banks writes: "We had a very enjoyable and profitable institute. Prof. Childs was with us three days and gave many instructive and interesting talks. Dr. Wood, of Stanford University, gave us a scholarly lecture the evening of Nov. 22, on "Physical Culture and Hygiene." At the next day session he presented the subject of "Physiology and Hygiene" in a masterly manner. State Superintendent Anderson surprised us Wednesday afternoon and contributed to the general success by a very interesting talk."

SANTA CLARA—NOV. 21-23. In his opening address, Superintendent Chipman said: "What we want from you teachers is to tell us what you are actually doing in your schools and what methods you employ to accomplish certain ends. I have noticed that those teachers who make a practice of developing elaborate theories and are fluent talkers are often to be accounted among our failures." Mr. Ehrhorn, President of the State Entomological Society, gave an interesting address on "Entomology." He said what the schools need is a good and simple text-book as a guide. J. C. Pelton, of San Francisco, spoke on "The First Public School of San Francisco." Dr. T. D. Wood, of Stanford, in his talk on "Physical Education," said that he would have the old style of desks put into the school houses, as they were made to hold the books at an angle of forty-five degrees and the pupil was enabled to read without bending over or injuring the eyes.

Miss M. E. Shallenberger gave a bright talk on "Libraries," in which she deprecated the purchase of "goody, goody" books. Dr. Simpson, of San Jose, spoke on "The Eye;" F. P. Montgomery on the globe which he is preparing for school use; Prof. Melville Anderson, of Stanford, on "Literature;" Prof. Schoof, of the Normal, on "Drawing;" Miss Alice Felkner on "Language." Resolutions were adopted disapproving of the State text-books; calling attention to the disregard of dealers in tobacco of the law relating to the sale of cigarettes to children under sixteen years of age; one on the subject of geography as follows:

Second—WHEREAS, the course of study in geography in our public schools is at present so arranged that the same subjects are taught first from a primary geography and then from an advanced one.

Resolved: that it is the sense of this institute that the course in that study should be so arranged that when a subject is once taught in

any one grade, as for instance the continent of South America, that subject should be so completed as only to be reviewed the same as any other subject.

County High Schools.

The result of the vote, at the general election, on the establishment of County High School is as follows:

	FOR.	AGAINST.	MAJ.
Siskiyou.....	1484	439	1045
Yolo.....	1591	860	731
Shasta.....	1091	548	543
Tehama.....	888	519	369
San Benito.....	860	439	421
Glenn { Willows.....	708	464	244
{ Orland.....	552	476	76
Colusa.....	841	564	277
Mendocino, Mendocino City and Ukiah.....	2097	1003	1094
Sutter.....	779	439	340

Shasta, Stanislaus and Sutter each gave a favorable majority. In Merced the proposition was defeated. In Tehama, Glenn and Colusa the Supervisors declared the vote adverse because it did not represent a majority of *all the votes cast at the election*. The Attorney General gave an opinion to the effect that a majority of *the votes cast on the school question* was sufficient. It is in order now for some friend of higher education to mandamus these Supervisors.

DURING one of the institute discussions this week it was maintained by one teacher that the cause of so much poor teaching was the small salaries paid. Another held that the cause of the small salaries was the poor teaching. Both were right, but the cause of both is the laxity of the public demand for first-class teachers. When the difference between the work of a trained and skillful teacher and that of an uneducated tyro is properly appreciated, the salary question will take care of itself. But it is evident that this difference is not understood when a young girl not out of her teens and as ignorant of pedagogics as an Arab, can command as much pay within five or ten dollars per month, as can a trained teacher of both scholarship and experience. But there is no doubt that the people are waking up to an understanding of the costly defects of the present system.—*Humboldt (Cal.) Times*.

NORMAL SCHOOLS AND STATE UNIVERSITY.

December Meeting of the Graduates of the San Jose Normal School.

The Normal School Alumni Association, at its last meeting in May, made some radical changes. The first change brings the title "Alumni" back to its legitimate meaning. Formerly only those graduates who paid the annual dues were enrolled as members of the Association. Now the term is to be used in its proper sense and the Alumni Association is simply a meeting of the graduates of the school, and every call or invitation to the Alumni includes every graduate.

The second great change is the fixing of some work in the school year—the work before Christmas for the present year—as Graduates' Week. A special invitation is extended by the school to its graduates to come back and visit the Normal and to meet their classmates. In accordance with that decision the Executive Committee has called a formal session of the Normal Alumni Association to meet Dec. 20, 21 and 22, at the Normal School building. The mornings are to be devoted to visiting the Normal, the Training Department and the City schools of San Jose. For the afternoons and evenings a general program is being prepared touching every day work of the schoolroom. Each subject will be formally introduced by some one, but the general benefit is expected from the discussions. To make these as free as possible no person will be assigned to special discussions but all will be free to speak and each is earnestly requested to come with some special thoughts for the particular subject that most interests him.

You can help immeasurably the cause of education if you will come fresh from the trials of practical work and discuss some of the vital questions that are engaging the attention of every live teacher. A full program will be sent early in December to each graduate who has reported to the Normal during the past year.

The officers elected at the last meeting are: President, R. S. Holway; Vice-presidents, C. W. Childs, C. E. Markham, Henry Goodcell and Miss Elizabeth MacKinnon; Secretary, H. G. Squier; Executive Committee, L. J. Chipman, Mrs. T. C. George and Miss Mamie P. Adams.

Teachers' Recommendations—State University.

At a meeting of the Academic Senate of the University of California held November 16, 1892, the following regulations governing the issuance by the Faculties of recommendations for teachers' certificates were adopted:

1. That recommendations for High School Certificates be for teachers only and not for principals.

2. That the recommendation for a High School Certificate be hereafter (beginning with the year 1895) limited to branches in which the required proficiency has been attained.

3. That the requirements to be satisfied shall be:

(a) *Special Knowledge*—The completion of work amounting normally to ten hours per week for one year, in the subject or group of closely allied subjects that the candidate expects to teach; the ultimate decision as to the candidate's proficiency resting with the heads of the departments concerned.

(b) *Professional Knowledge*—The completion of work in *Pedagogy* (which may include the Course on the Philosophy of Education) amounting to six hours per week for one year.

(c) *General Knowledge*—Courses sufficient to represent (with the inclusion of Special Studies) four groups from the following list:

Natural Sciences, Mathematics, English, Foreign Languages, History, Philosophy. This requirement is intended to secure as broad culture as possible and sympathy with the various lines of High School work.

Respectfully, J. H. C. BONTE, Secretary.

In response to request of Mr. James Sutton, Recorder of the Faculties.

THE American people could save millions and millions every year if they would expend a few hundred thousands in the support of properly organized laboratories of investigation in the lines of human sciences. We have not a single endowed school for studying economic, social and political subjects, yet every year the legislatures make immense expenditures of time, effort and money to get a little information on such topics as they must legislate about. College men, especially, are apt to criticize severely the business or commercial college. An analysis of our educational system reveals, it seems to me, the plain fact that the business college is a necessary and probably permanent factor in our educational system. It responds to a widespread and continually increasing want, as is proved by its extraordinary distribution and rapid growth.—PRES. E. J. JAMES.

EDITORIAL.

CHAS. H. ALLEN Supt. of Exhibit, Room 73, Flood Building San Francisco.

TEACHERS will welcome the index to the volume of the JOURNAL closing with this number. The editor is indebted to Will S. Monroe for its preparation.

STOCKTON will send a large and strong delegation to the Fresno meeting of the State Association. Superintendents Goodell and Barr are taking a lively interest.

STATE Superintendent Anderson has called the meeting of County and City Superintendents for Dec. 6, in the old Commercial School Building, Powell street, San Francisco.

OUR good friend, John Dickenson, has been ordered by his physicians to drop his California work and go to Arizona to regain his failing health. This will be sad news to a host of teachers in this State.

THE attention of teachers is called to the prize offered in our advertising columns for the best essay on "The Advantage to be derived from having American Literature read in the Public Schools of the United States."

FOUR desirable things for which all teachers should labor: Good salaries, one examination, long terms of school, and tenure of position. These may be secured, because it can be demonstrated that they will be of general benefit.

SUPT. JOHN KENNEDY, of Siskiyou, was the first to furnish the JOURNAL with the result of the vote for County High School. He believes that the JOURNAL is the proper medium for the publication of educational news pertaining to this State.

THE Fresno County Institute will convene at 1 P. M. Monday, Dec. 26, and will continue in session a day and a half, after which, it will be merged into the State Association, subject to being called in special session by Superintendent Kirk. Professor Charles Allen, Charles H. Keyes and P. M. Fisher will be on the program.

California's Educational Exhibit.

The Counties of San Diego, Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Monterey, Marin, Solano, Yolo, Colusa, Sutter, Tehama, Humboldt, Contra Costa, Alameda, Butte and Amador, are preparing work for the State Committee. Others doubtless are doing the same. All have been informed through their Superintendents and the JOURNAL. When the small amount of labor involved is clearly set forth to the teachers no county or city should fail of representation. Those schools that will open again shortly after the holiday vacation will no doubt be given further time. By the middle or close of February all work should be in the hands of the committee. Supt. Allen should be notified at once, as the number of booths needed must be known as early as possible, so that they can be prepared. The *Humboldt Times*, in an editorial strongly indorsing the exhibit quotes from *Frank Leslie's Weekly*:

"There is no phase of our National progress and development which possesses greater interest or can be more impressively presented than that of our public school system. We are justly proud of our material progress, our growth in all elements of wealth, our development of producing power and our steadily enlarging capacity to appropriate our vast physical resources to new and beneficent uses; but back of all of these, and the chief source of all this expansion and growth, is the public school system, which has done more than all other things combined to advance, enrich and elevate the National life along the lines of civilization and wholesome progress."

The State Teachers' Association.

Fresno, Tuesday, Wednesday, Thursday and Friday, December 27, 28, 29 and 30. President, Hugh J. Baldwin, National City; Vice-Presidents, P. M. Fisher, Oakland, F. A. Molyneaux, Pomona, Bernard Moses, Berkeley, Melville Dozier, Los Angeles; Secretary, J. P. Greeley, Santa Ana; Treasurer, Geo. A. Merrill, San Francisco. E. P. Rowell, Redondo Beach, President of the Grammar and Primary School Department; Melville Dozier, Los Angeles, President of the Normal and High School Department; County Supt. W. W. Seaman, Los Angeles, President of the Department of Supervision.

The Association will be called to order Tuesday evening, at 7:30 o'clock, in the Barton Opera House. The address of welcome will be

delivered by Hon. Geo. E. Church, of the Fresno City Board of Education, followed by a response by Hon. J. W. Anderson, State Superintendent, and by the annual address of President Baldwin.

No pains have been spared to secure a large attendance. Hotel rates will be reduced 20 per cent.; the Southern Pacific Company and the Santa Fé Company will charge one-third the usual rates for return tickets. Fresno and its surrounding Colonies are really worth a visit in themselves; the program is strong, varied, and comprehensive.

Wednesday evening—Reception to the Association by the Fresno County Teachers' Institute. Thursday evening—a lecture, subject, "Education," Hon. D. M. Delmas, San Francisco. Every phase of school work and supervision will be ably presented. The relations of the Primary, Grammar, High and Normal Schools and Universities will be thoroughly discussed. The following list of names on program is rich with promise of a profitable session.

PRIMARY AND GRAMMAR SCHOOLS—Miss Ida M. Windate, Fowler; D. A. Mobley, Stockton; Joseph O'Connor, San Francisco; Chas. E. Markham, Oakland.

HIGH SCHOOLS—Geo. D. Ostrom, Santa Barbara; Herbert Miller, Marysville; J. B. McChesney, Oakland; S. D. Waterman, Berkeley; Rose V. Winterburn, San Diego; Alice J. Merritt, Los Angeles; Hamilton Wallace, Grass Valley; Will S. Monroe, Palo Alto.

NORMAL SCHOOLS—Chas. E. Hutton and Ira Moore, Los Angeles; C. W. Childs and Geo. R. Kleeberger, San Jose; E. T. Pierce and Washington Wilson, Chico.

UNIVERSITIES—Martin Kellogg, Joseph Le Conte, E. E. Lange, and Elmer E. Brown, Berkeley; David S. Jordon, Earl Barnes, M. B. Anderson and Fernando Sanford, Palo Alto.

SUPERVISION—Madison Babcock, San Francisco; Fanny McG. Martin, Santa Rosa; J. W. Linscott, Santa Cruz, S. T. Black, Ventura; Job. Wood, Salinas; T. L. Heaton, Fresno; A. E. Baker, Los Angeles; Eli F. Brown, Riverside.

TECHNICAL SCHOOLS AND COLLEGES—Chas. H. Keyes, Pasadena; C. G. Baldwin, Pomona.

KINDERGARTENS—Mrs. Sarah G. Cooper, San Francisco.

Mr. Roberts, who was in business at the old corner of Polk and Bush streets for fifteen years, has started again and hopes to see his old friends and patrons. He intends to keep up his former reputation for superior candies, ice cream and soda water. Schools and parties supplied at reduced rates. Orders by mail promptly attended to by G. F. Roberts, corner Polk and Bush streets, San Francisco.



J. W. ANDERSON, - - - - Superintendent Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent Public Instruction

THE following decisions have been rendered since those last reported in the September number of the JOURNAL:

404. There can be no question of the fact that, if a certificate has been filed for renewal prior to its expiration, the County or City Board can legally renew it.

405. Educational and Life Diplomas in California are granted upon presentation to our State Board of Education of proper affidavit of experience and the recommendation of a City or County Board of Education. If a City or County Board, upon a Nevada Educational Diploma, has granted a certificate, the presumption is that the Board has made the necessary investigation relative to the merits of the applicant, and the State Board would not go back of the recommendation and certificate from the City or County Board granting them.

406. If, after proper investigation, a City or County Board of Education find that an applicant for an Educational or Life Diploma is not fully up to the requirements of our law, it is their duty, no matter what credentials may be presented, or whether the credentials are from our own or any other State, *not to grant the recommendation* for the diploma. Our State Board must base their action on the recommendation of the City or County Boards; and, unless the State Board has positive evidence of improper action on the part of the City or County Board; or, unless the State Board has knowledge of facts supposed not to be in possession of the City or County Board, they will be determined in their action by the recommendation of the City or County Board.

407. The election of a trustee becomes void, and the office is vacant if he fails to qualify within *ten* days after receiving notice of his election. See Section 937 of the Political Code; also, Section 996, Subdivision 9. In case of a vacancy the Superintendent must appoint a party to fill it until the next general election.

408. The Attorney General has heretofore decided that Section 1067 of the Political Code, does not apply to elections for school trustees. There can be no special election for trustees.

409. In case of a tie vote there is no election; and the old trustee holds over, unless such old trustee is such by appointment. In this latter case, the trustee holds until the expiration of the term for which he was appointed: viz., until the 1st of July subsequent to his appointment.

410. Principals of schools, by Sec. 5 of the Rules and Regulations adopted by the State Board of Education, shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions and coöperate with them, etc.

411. It is the duty of the County Superintendents to determine the grade of the schools under their charge.

412. Section 1771, Subdivision 4, makes it the duty of the County Board of Education to prescribe and enforce a course of study in the public schools of their respective counties.

413. It is the duty of teachers to observe and enforce the course of study adopted by the County Board of Education, in their particular schools; and it is the duty of Principals to see that the course of study is enforced, both in their own rooms, and in those of the assistant teachers.

414. The County Board of Education determine the promotion and graduation of pupils, by written examinations or *otherwise*. See Section 1663, Sub. 2, of the Political Code.

415. No warrant shall be drawn in favor of any teacher, unless the officer whose duty it is to draw the warrant is satisfied that the teacher has faithfully performed all the duties required by Section 1696 of the Political Code.

416. The power to classify the pupils of a school belongs to the Principal; and the teachers must follow their directions.

417. Teachers are not at liberty to go beyond the course of study adopted by the County Boards.

418. Pupils who have been graduated from the Grammar schools may be permitted to attend such schools after graduation; but in case they are permitted to do so, they must pursue the course of study adopted for such schools, and must in all respects be subject to the regulations of the schools.

419. Decision No. 176, page 279 of the August number of the JOURNAL of 1891, is the correct rendering of the law in regard to appointment of trustees by the Superintendents. Decision No. 304 has reference to trustees who hold by election. Subdivision 12 of Section 1543 contains the words, "who shall hold office until the first day of July next succeeding their appointment," and clearly indicates that appointed trustees cannot hold over. If no election has been had to fill the place of the appointee, a vacancy exists on and after the first day of July, and this should be filled by appointing the same or another party.

420. Teachers cannot be required to teach on holidays; nor to make up holidays by teaching extra days. They are entitled to their salary for holidays; but are not entitled to extra salary if they teach on such days.

421. It is not necessary that there should be a written contract between teacher and trustees. An oral contract will answer every purpose, and it is just as binding in law; but in case of trouble, the oral contract would have to be proven, whilst the written is evidence of the best kind in itself.

422. If a teacher under the oral contract is dismissed without cause, prior to the expiration of the time for which he was employed he can, by suit of law, recover salary for the entire time.

422. A teacher, whether employed under oral or written contract, cannot be dismissed legally, except upon charges duly preferred and sustained, after having had opportunity to be heard in his own defense.

423. The law does not authorize the admission of pupils of the 8th grade in the Grammar schools to the High schools, except such pupils prove themselves capable of prosecuting the High school course. Section 8, of the High School Act, is definite on this point.

424. The Board of Directors of a Union High School have only such powers delegated to them as are specified in the Act authorizing the establishing of such schools. The adoption of text-books is not one of those powers. Hence, the text-books for such schools must be adopted by the County Boards of Education.

425. No Normal School Diploma from any place outside of the States of the American Union can be accepted as proper credentials upon which to issue certificates to teachers. The law expressly says, "State Normal School Diplomas of other States." This restriction is not attached to Life Diplomas.

426. No party while he is a member of the County Board of Education can serve as Principal of the County High School in his county; in doing so he would be acting in violation of Section 920 of the Political Code.

427. There is nothing in the law that authorizes the payment of salary to any teacher during the time such teacher may be absent from his school, no matter what the cause of absence may be.

428. Directors of County and Union High Schools have power to make such regulations for the schools under their charge as they may deem expedient or necessary; *provided* such regulations are not in contravention of law. Hence, they have power to permit pupils in such schools to pursue special studies whenever good reason exists therefor.

429. When certificates issued prior to the adoption of the present School Law are renewed, the renewal cannot extend beyond the time specified in the present law.

430. There is no law which authorizes the transfer of funds from one district to another, in the case of children attending school in districts other than those in which they reside. The increased average attendance in the district in which they are permitted to attend, takes the place of transfer of funds.

431. It is the duty of trustees, when directed by vote of their districts to build school houses, to advertise for plans, specifications and bids in accordance with the Act of April 1872. It is the manifest intent of the law that, except in

incorporated cities, such plans should be submitted to the County Superintendent for his approval.

Since my last I have attended institutes held in Humboldt, San Luis Obispo, San Benito, Mariposa, Placer, Sacramento, Tehama and Yolo counties. It is sufficient to say that I have been particularly pleased in beholding the interest manifested by the Superintendents and teachers in these gatherings, and more particularly pleased in witnessing the zeal with which the Superintendents, Boards of Education and teachers are endeavoring to elevate the profession of teaching to the rank which its importance demands that it should occupy. I see no more favorable indications of prosperity in our public schools than that which is manifested in the improved character of the teaching force. If the trustees would in all cases exercise the same care in the selection of those to whom are to be entrusted the immortal interests of the children, as is exercised by the Superintendents it would not be long until every school in the State would be taught by those of whom all would be justly proud.

The annual meetings of the teachers and Superintendents are productive of wonderful benefit to the schools, both direct and indirect. Say nothing of the increased knowledge of better processes of instruction and management in the schools, the increased enthusiasm on the part of the teachers and Superintendents in the great work of education fully compensates for any expense to the people of the State incident to the holding of the annual institutes.

I have but one suggestion to make in this connection; it is this: It seems to me that it would be a great improvement were the institutes held at an earlier period in the fall term of the schools. In this way the teachers would have better opportunity to bring into requisition any suggestions of benefit derived from these meetings.

I regret that I have not been able to comply with all the requests made upon me for attendance at the institutes; but it so happens that, called as they are in such proximity to one another in point of time, I have not been able to visit all. Thus far during my term I have been able to be present at the institutes in thirty-eight different counties. I hope to be able to visit the remaining counties in the near future.

Besides visiting the institutes, and working in them as well as I was able to do, I have visited a great many separate schools and classes, and am pleased to be able to say that in the main I am well pleased, not only with the general management and the modes of instruction, but also with the growing interest of the people and teachers especially in the matter of making more pleasant, commodious and comfortable the environments of those who have to spend so much of their young lives in the school-rooms. I think I am justified in saying that the work in the schools is well done, and that the tendency in all parts of the State in educational matters is decidedly upward.

Thus far during the last year I have visited and carefully inspected the following Institutions:

Sacramento Protestant Orphan Asylum,
Pacific Hebrew Orphan Asylum.

San Francisco Almshouse.
 San Francisco Female Roman Catholic Orphan Asylum.
 St. Joseph's Infant Orphan Asylum.
 Ladies' Protective and Relief Society.
 San Francisco Protestant Orphan Asylum.
 Good Templars' Home for Orphans.
 Pajaro Vale Male Orphan Asylum.
 St. John's Orphan Asylum.
 Female Orphan Asylum—Santa Cruz.
 Los Angeles Orphans' Home. (Protestant.)
 Los Angeles Orphan Asylum. (Catholic.)
 Ladies' Relief Society of Oakland.
 St. Vincent's Male Orphan Asylum.
 Home of Benevolence—San Jose.
 Grass Valley Orphan Asylum.
 Home for Feeble-minded Children—Glen Ellen.
 Whittier School—Whittier.

I have found very much to commend in all these Institutions—very little to criticize. They are all doing a great and good work, and richly deserve even more aid than the State is at present giving to them. Did space and time permit, I would like to particularize, but particular mention must be reserved for some future number. I wish, however, to say that if the teachers in our public schools will seek occasion to visit the Whittier and the Home for Feeble-minded Children, they will find opportunity for learning some lessons in the management of children and youth that will be of wonderful help to them in the prosecution of their work in the schools.

If all the people could see and realize, as I have seen and realized, the greatness, the goodness, and the blessings of the work carried on in these beneficent institutions they could not help being more liberal than they now are in rendering aid to them. A kind of sweet sadness characterized my visits to the asylums, yet I feel that these visitations have made me a much wiser, I trust, a much better man.

HULLVILLE, LAKE CO., CAL.

EDITOR SCHOOL JOURNAL: Although in rather an isolated part of the county we had no notion of being left out of the general celebration on the 21st of Oct. Accordingly we set about making preparations with the material at hand.

The pupils entered enthusiastically into the theme, so we prepared a program, adapted from the JOURNAL, decorated the interior of the house with evergreens, a quantity of small flags, large portrait of Columbus, and the U. S. coat of arms and other designs in red, white and blue.

The trustees raised a flag pole above the school house for the occasion, and after the exercises were given we watched the hoisting of the stars and stripes which were greeted with three lusty cheers as they were flung to the breeze.

We then partook of a picnic dinner, and spent the remainder of the afternoon in games and social chat.

The patrons seemed pleased, the pupils jubilant, and we were happy in thus being able to help perpetuate the memory of the "Valiant Sailor King," and the discovery of our "Fair Columbia."

W. P.

State Teachers' Association.

As an indication of the interest that the teachers of Fresno County are this year taking in the State Teacher's Association, we print below the names of those from that County who have up to date, forwarded their membership fee to Secretary J. P. Greeley at Santa Ana, and thus have some members of the Association for the year ending Dec. 1, 1893:

Fresno: Hattie W. Adams, Nellie Booth, Nellie Borton, Dr. J. J. Connelly, Frances Conn, Annie Darling, Agnes Henry, Blanche Hotaling, Supt. T. J. Kirk, Frank M. Lane, F. N. Miller, Mary Norton, Florence Puffer, Miss L. A. Root, George Selby, C. J. Thom, H. F. Walter, Cecelia Williams, E. W. Lindsay, Grace Kimball, C. L. McLane, Cora Rowell, Gertrude Rowell, May L. Smith, R. McCourt, Mrs. Frankie Barker, Mary A. Gee, Julia Kirk.

Selma: John W. Traber, Ora J. Traber, H. L. Weems, C. J. Walker, F. R. Cauch, Nora Meadows, Lizzie Rosson, Eda Miner, Sallie I. Willis, Sadie Scott, Mollie Brewer, Nellie Brewer.

Madera: Estelle Bagnelle, Nellie Breyfogle, Lillian Breyfogle, Anne M. Nicholson, W. L. Williams, Mrs. Mamie Mills, H. C. Daulton.

Sanger: Mary E. Allen, Nellie A. Ayer, W. C. Dow, Mrs. M. E. Garrison, Georgia Garrison, Nettie Theisen, Jessie Martin.

Fowler: Eva Turner, Ida M. Windate, Frank Kauke, Marguerite Huey, Ida V. McDonald.

Belmont: H. C. Shelton, Mrs. Alice Hobbs, Mrs. Frank M. Lane, Katie F. Balthis.

Easton: Maud Gill, A. C. Barker, C. S. Taylor, Maggie Gillespie, Agnes Gillespie, Emma Houlton.

Kingsburg: George Cosgrave, Mrs. Ida Pinkley, Edith Woolsey.

Letcher: Leroy D. Cook, Susanah Jensen, Mrs. W. Jensen.

Malaga: Sallie Porter, Geo. W. Cartwright.

Riverdale: Sue Brown, Zetta Thomas, Della Vandervorst.

Oleander: M. B. Harris, Rena Dorman.

Pollasky: Russie Martin, Anita Judson.

Kelso: J. A. Larew, J. S. Larew.

Reedley: F. K. Barthel, Carrie Weaver, Miss Boyer.

Wheatville: Miss M. F. Kenny.

Wild Flower: Minnie Maher.

Clifton: Maggie McCormack.

Lone Star: John Wash.

Berenda: Minnie C. Bassham.

Fresno Flats: B. A. Hawkins.

Last: A. R. Leming.

Huron: Adelia Witt.

Lavina: Josie Rider.

Samuel Wash, Cantua.

Erratum.

The stanza quoted in the November JOURNAL as Whittier's last quatrain was taken from an Eastern journal where it was so credited. It is really found in his poem "Eternal Goodness," written many years ago.

Pension Agitation.

[The following will show what the friends of Teachers' Pensions are doing.—
ED.]

A bill providing for pensioning teachers on half salary after twenty-five years' service in the public schools, will be introduced at the next session of the Legislature. All friends of education are asked to support it for the following reasons:

1st. The teachers of the public schools lay the foundation of a Republican government. Republican principles cannot fail while public schools are well maintained. Good teachers make good schools and good citizens, but to retain good teachers provision must be made for them in their old age; otherwise the ablest will be constantly deserting the schools for more remunerative employment.

2d. Officers of the army and navy are retired on half pay, and the disabled of the rank and file are pensioned; but these are not more necessary in the defense of a Republic than teachers. The former are frequently able, on retirement, to enter a new field of activity, while the teacher, by reason of the narrowing tendency and wearing nature of his calling, must retire without a pension, with shattered health, and business talents untrained and useless. Both are public servants, but while the work of the latter makes possible not only the former, but the artisan, the merchant, the doctor and the lawyer as well, instead of being provided for by the people whom his services have made great, the teacher is turned over, in his old age, to the cold comforts of charity. His salary is usually barely sufficient for the daily needs of himself and those dependent on him, so that no provision can be made for retirement. This state of affairs is not creditable to the people whose success is based upon the labors of these faithful servants.

3d. A very careful estimate demonstrates the fact that the expense to the State under the conditions of the bill will not exceed, and will probably not equal, four cents on one thousand dollars, a sum almost too small to be appreciated by the taxpayer.

4th. In San Francisco the average salary is about \$78 per month for twelve months in the year; in other parts of the State the schools average less than eight months to the year, making the annual salary much less, so that it is fair to estimate that the average salary for the entire State does not exceed \$50 per month. Hence the average pension would not exceed \$25.00 per month.

Surely, this is not too much to give a faithful public servant, enfeebled by twenty-five years of invaluable service to the public,—service so trying and wearing that only those blest with the very best health of body and mind can ever hope to reach the time-limit entitling them to the scanty protection against penury provided by this bill.

5th. By the passage of this bill California will put herself in line in this respect with Australia, France, Servia, Germany, England and all the other great nations of Europe.

Finally, let anyone who may be disposed to consider the proposed measure unnecessary ask himself what he would have been without his teacher, and how he would like to see that teacher suffering for the simplest necessities of life, when no longer able to earn his bread by the energy and talents that made the success of his pupils.

We feel that the Californian who thus reflects, will not only find himself compelled to support this measure, but, with his proverbial generosity, he will regret that it was not brought forward long ago.

Please bring this to the attention of the Legislators from your district, and do what you can to assist in its passage.—THE COMMITTEE.

CALIFORNIA SCHOOL ITEMS.

710 STUDENTS are enrolled at Stanford University.

THE Mendocino County High School will be located at Mendocino City.

THE Lockwood school building, Alameda county, is being enlarged and improved.

WORK is progressing on the new electrical engineering building at the State University.

VAN DUZEN DISTRICT, Humboldt county, has voted \$3000 bonds for a new school house.

SHASTA County decided by a vote of 1091 to 548 to establish a County High School. A location will be selected soon.

THE Lake County Supervisors unanimously passed a no-license ordinance, to take effect, Oct. 1, 1893. Sutter County has had such an ordinance in force for a year or more.

TEACHERS will be interested in our offer of a prize for the best essay on the advantages to be derived from having American Literature read in the Public Schools of the United States.

ALAMEDA has only recently built several new school houses, but the city is growing so rapidly that another call has been made for \$65,000 bonds, to still further increase the school facilities.

A FINE new building is being erected for the Washington Union High School Alameda County. There are about sixty pupils enrolled this term, and prospects for a much larger attendance next year.

LAST April Oakland voted \$400,000 bonds for increased school facilities. The citizens are growing impatient over the vexatious delay in providing the new buildings, for which, the money was voted. No contracts have yet been let.

IBNSINA CHARLES ANKER, Joseph Graham Crawford, Joseph Dawson, M. D., Elsie McCoskry Detrick, Arthur Alexander Finch, Eleanor Francis Martin, Mary Elmira Morgan, Robert Swallow, received diplomas at the 9th annual graduating exercises of the Hahnemann Hospital College of San Francisco, Dec. 1st.

IN Tehama County 888 votes were cast in favor of the County High School, and 519 against. This assures a High School for Tehama, although the District Attorney has advanced the novel proposition that the measure is defeated because it did not receive a majority of the whole number of votes cast at the general election.

THE Stanislaus County High School proposition was carried at the late election, but owing to dereliction of duty on the part of officials charged with the preparation of ballots, several school districts in the Oakdale election precinct, but not included in the Oakdale Union High School District, were not given an opportunity to vote on the County High School, because that proposition was inadvertently omitted from their ballots.

LIBRARY TABLE.

MAGAZINES.

MRS. KATE DOUGLAS WIGGIN, the well-known author of "The Birds' Christmas Carol," etc., will contribute the leading serial for *St. Nicholas* during the coming year.

THE December *Century* is a great Christmas number,—full of Christmas stories, Christmas poems, and Christmas pictures,—and in it will begin the first chapters of a striking novel of life in Colorado, "Benefits Forgot," by Wolcott Balestier. Papers on good roads, the new educational methods, and city government are soon to come. Four dollars will bring you this splendid magazine for one year.

THE Godey Publishing Company is determined to make their magazine a success, and the excellence of the numbers already published shows that they know how. The contents of the December magazine are very attractive and indicate the high rank the publication has already taken.

THE December *Atlantic* has several very attractive features,—another chapter of "New England Boyhood;" one bright essay on "Wit and Humor;" a description of being "Alone on Chocorua at Night," and, to many most attractive of all, a handful of letters from Mr. Lowell to Mr. W. J. Stillman, very characteristic and every way delightful.

BOOKS.

WORDSWORTH'S PREFACES AND ESSAYS ON POETRY has been added to Heath's English Classic Series. 120 pages, price, 55 cents.

MR. LOWELL'S lectures on The Old English Dramatists have been carefully revised and edited by Professor Norton, and will be published by Houghton, Mifflin & Co. early this month.

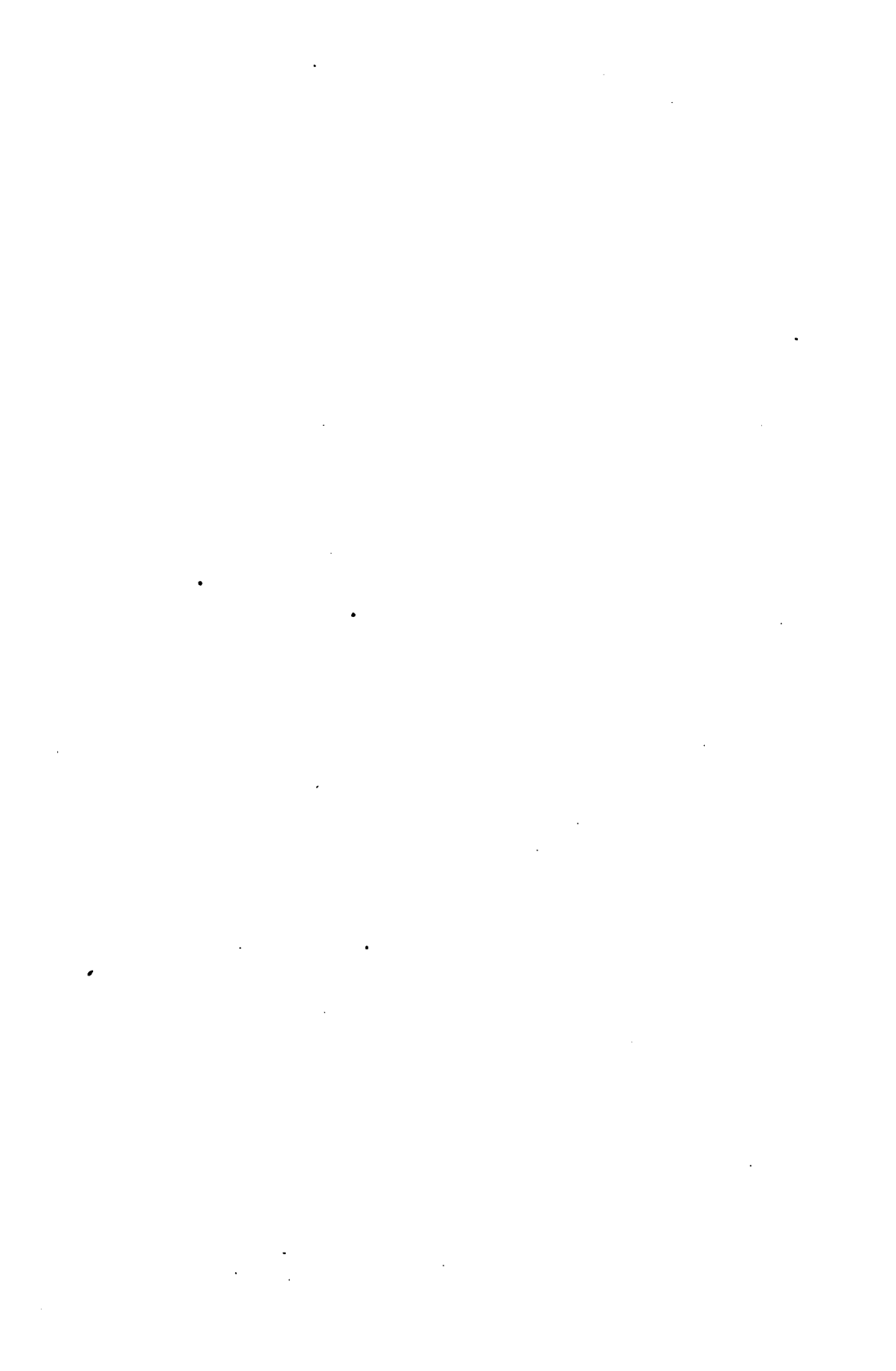
SILVER, BURDETT & CO., Boston, have issued book V. of The World and Its People. This is volume nine of The Young Folk's Library Series, and is as attractive and instructive as its predecessors. It deserves a place in our school libraries.

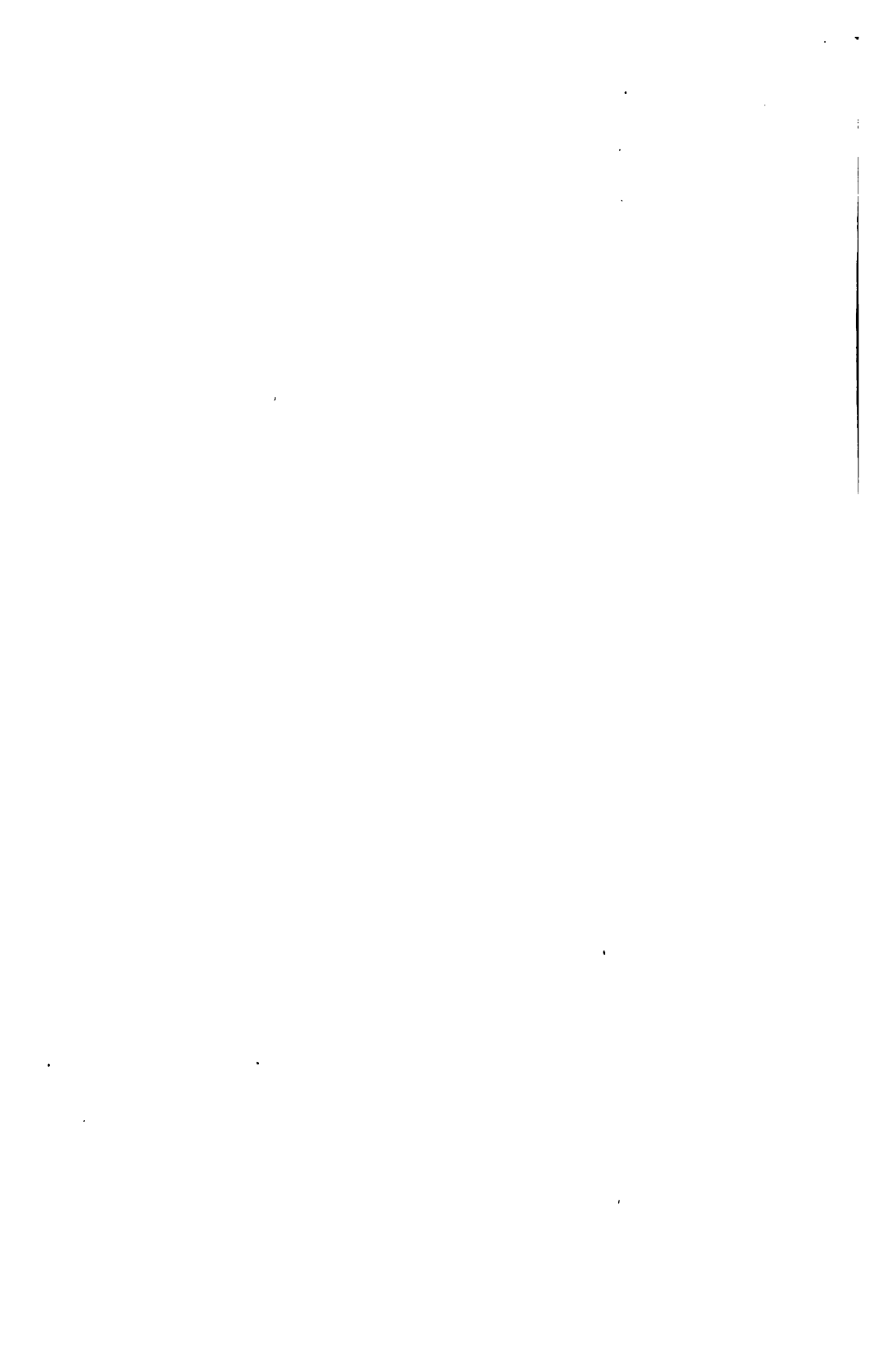
MESSRS. S. C. GRIGGS & CO. have now in press a translation by Mrs. Mary Bushnell Coleman, of the "Youth of Frederick the Great," by M. Ernest Lavisse of the Sorbonne, Paris, whose recent election to the Academy created so much interest.

THE American Book Company has issued in cheap, but neat and durable form, another volume of English Classics for schools. This volume contains the second essay on The Earl of Chatham, by Lord Macaulay. Over 100 pages, price only 20 cents.

D. C. HEATH & CO. are constantly adding to their long list of educational publications. To their Historical Series, Studies in American History, by Mary Sheldon Barnes of Stanford University, is a valuable addition. Price 60 cents. (Teachers' Manual.)

MR. WOODBERRY has just put the finishing touches on the Centenary edition of Shelley's Poetical Works, shortly to be published from the Riverside Press. The edition will have a fine new portrait of Shelley, engraved by Wilcox, and promises to be in all respects a work of rare excellence.





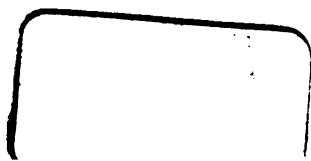




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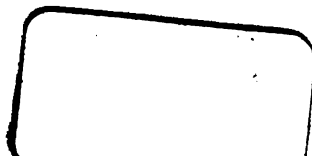


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